

Littlemoor Children's Centre and School

Brief description of the school

Littlemoor is an outstanding average-sized primary school. Located in an area of significant deprivation, the school makes provision for 225 pupils aged 3-7 years in a building created in 1976 but which had an Early Years extension in 2007. Since then, the learning spaces both indoor and outdoor are regularly redesigned and updated to meet the needs of the children. Disadvantage indicators, including Pupil Premium eligibility, conform that the school is in the highest quintile. The proportion of children with special educational needs and/or disability support is below the national average. The proportion of pupils with a SEN statement or EHC plan of special educational need is well below national average. Pupil stability is well above average. Smooth and consistent transition between year groups ensures that consistently outstanding progress is made across the school, for all pupils, in all subjects. Very effective teaching ensures that the school is at least in line with national averages. We offer our own daycare facilities from 8am until 6pm for all children below the age of 8. We also offer a range of enrichment activities including lunchtime and after-school clubs.

"Happy and Aiming High"

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

At different times in their school career, a child or young person may have a special educational need.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distracts them from learning. We are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. We ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their Teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. We have access to services universally provided by Doncaster County Council.

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

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

Parents and carers are given a variety of opportunities to be involved with their child's learning.

In the Foundation stage regular join in sessions are held where parents can work alongside their child and learn how to support development at home. In KS1

workshops allow parents opportunities to learn about specific areas of learning as well as spend time actively supporting their child in school. A variety of more social events such as celebration assemblies, class assemblies, parents evenings and coffee mornings take place during the year. These events strive to promote positive relationships between school and home.

Parents are kept involved and informed of all aspects of school through regular newsletters, half termly curriculum letters, text messages, the school web site, letters and in person. When possible school will sign post parents to allow them to access relevant support from other agencies.

When children have additional needs staff work closely with parents and involve them with setting and reviewing outcomes on a regular basis. Review meetings or TAC meetings are held in school to bring a variety of professionals together in supporting children and their families.

At Littlemoor we have developed an open door policy where by parents are valued and welcomed into our school community.

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

Each pupil's voice, opinion and contribution is highly important at Littlemoor. Children are involved in setting and reviewing outcomes in a way that is meaningful and suitable to their needs. Children are invited to attend and contribute to review meetings.

Each year children's views are sought through interviews and by the completion of questionnaires.

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

Every teacher is required to adapt the curriculum to ensure access for all children in their class. The Teacher Standards 2012 details the expectations on all teachers.

In the first instance quality first teaching ensures that planning, teaching and resources meet the needs of each child. This ensures that all children are able to access all aspects of the curriculum and school life.

Our teachers will use various strategies to adapt access to the curriculum and this might include the following:

- Visual timetables
- Writing frames
- I-pads, laptops or other recording devices
- Peer buddy systems
- Positive behaviour rewards system

Support staff are deployed to provide additional support within the class and to deliver focussed intervention programmes to groups or individual children.

Each learner identified as having SEN is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent upon the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual names, describes the interventions and actions that we undertake to support learners with SEN across the year groups. We modify this provision map regularly and at least annually.

How we provide additional support if your child has learning needs

If a child is identified as having an additional need they will be supported in a variety of ways which are tailored to meet individual needs. These might include:

- Differentiated curriculum and teaching
- Intervention programmes and groups
- Deployment of support staff
- Adaptations to environment, materials and resources

Staff work with other agencies such as ASCETS, Physiotherapy, Occupational therapy and Educational Psychologists to gain information, implement strategies and review and update outcomes.

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

Children with social or communication needs are supported in ways that suit their individual needs and might include;

Speech and language sessions devised by community speech therapist delivered by support staff or language development programme delivered by speech therapist or support staff.

Adaptations to provision and curriculum such as; transition table, visual timetable, sensory breaks and sensory or fiddle toys. Children might receive additional support from a member of class or may attend intervention groups of work one to one with staff on agreed outcomes.

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

School works closely with Occupational therapists, physiotherapist and other health professionals in order to support children with physical needs. Necessary adaptations are made to the building including ramps, disabled toilet and height adjustable changing table.

Staff have been trained to carry out medical procedures and trained staff are always available in school and for trips and outings.

Resources and materials are used to support motor development including pencils and the write from the start pencil control programme. Sensory breaks, fidget toys and chewellery are used to support children when needed.

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

At Littlemoor we support children's emotional health and wellbeing in different ways. This might be in a small group setting or through one to one work with an adult.

Weekly nurture groups take place where identified children are able to work in a small group to bake, sew or take part in sports to develop their confidence and wellbeing.

A Rainbows group takes place to support children who have suffered types of loss or bereavement. Within school circle time, SEAL and PSHCE sessions take place on a regular basis.

How we promote developing independence

Children are encouraged and supported to be as independent as possible from the time that they enter school. In the Foundation Stage children are encouraged to

attend to their personal hygiene, manage their clothing and to eat and drink competently. Materials and resources both indoors and out are stored in such a way that children can independently select and return the items that they need when learning. In KS1 children are trained to be playground leaders. They then help children to play together and resolve conflicts with growing independence.

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

Monitoring progress is an integral part of teaching and learning within Littlemoor School. Parents, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. Before any additional provision is selected to support a child, the SENCO, teacher, parent and learner agree what they expect to be different following this intervention. A baseline will also be recorded which will measure the impact of the provision.

Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors.

Regular review meetings are held with children, parents, staff and other agencies. At this time data and observations and other information is used to review the progress being made by each child. Outcomes are reviewed and amended at this time.

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

The learning environment is adapted to meet the needs of all pupils and those with an additional need. The building has been adapted with wheel chair ramps. Classrooms in Foundation stage have height adjustable tables and the layout of classrooms is changed so that children with physical needs have the space to move and can use specialist seating. The school has disabled toilets and changing facilities with height adjustable changing bed. All children regardless of needs or ability are able to access all areas of school.

The classroom environment is also adapted to meet the needs of all children. Specialist equipment and materials are used to support learners' needs. Visual timetables and learning aids are used throughout school. The curriculum is adapted when needed with differentiated teaching and support. One to one support, small group teaching and intervention groups and programmes run throughout school.

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

At Littlemoor all staff promote equality and ensure that every child regardless of specific needs can access all aspects of the curriculum and of school life. If necessary adjustments are made to curriculum, environment or resources so that children are feel valued and included. Any special requirements are not seen as barriers and no child is treated differently because of their needs.

At school we have adapted the environment, school trips and PE lessons, to meet the needs of children with physical needs. Lunch time arrangements, seating and cutlery have been altered where needed. SEN children are part of school council and are given the same roles and responsibilities as their peers.

All learners should have the same opportunity to access extra-curricular activities. We are committed to making reasonable adjustments to ensure participation for all and parents are encouraged to work with school to make any necessary adjustments.

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

A carefully considered programme of CPD and training is devised to ensure that, all staff are fully knowledgeable and equipped to carry out their role and support children's needs to the best of their ability. Some training has been for all staff to attend such as Team teach and first aid. Other relates to specific staff or particular needs and has included, moving and handling, catheter procedures, Rainbows, Cygnets for practitioners, Makaton.

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

At littlemoor we strive to develop and maintain good relationships with a variety of professionals and outside agencies. By working with others we can seek advice and guidance and provide a consistent approach in supporting each child.

From Foundation stage staff develop good links with the health visiting team and meet regularly with them. They also work with the Pre-school Inclusion Team when needed in supporting the needs of children entering into school.

The school nursing team are also welcomed into school regularly and attend our welcome to school meetings for new parents as well as any TAC or other meetings. School also work with members of the continence team in supporting the development of children's personal care skills.

Physiotherapists, Occupational therapists and Speech and Language therapists visit school to work with staff in reviewing and amending outcomes for children and supporting staff.

The school SENCO contacts the community Speech and Language therapist regularly and resources and outcomes for supporting children are shared. She also comes to school to train particular support staff in delivering one to one programmes for specific children in school.

Termly meetings with The Educational Psychologist are carried out to plan observations, meetings and support for children and to work towards the completion of Education, Health care plans when needed.

How we prepare children to join our school

As children enter Foundation 1 a number of strategies are put into place to ensure that children and parents feel supported and ready to begin their education in school.

Parents are invited to attend a welcome to school meeting where they meet staff, watch a presentation and receive booklets for themselves and their children to prepare them for the move to school. The children are then visited at home so that the first time they meet staff is in the security of their own home. Both parents and children visit the nursery together for the first time before starting their regular sessions.

Foundation 1 staff liaise with other settings to gain information about the children they will be receiving. When necessary the staff visit the child in their current setting and information is exchanged. A specialist transition programme may be put in place at this time with extra visits to school, photograph booklets or a shorter session time options may be used. This year during the Summer term staff from the Foundation stages of pyramid schools, health visitor and staff from day care settings in the area met to discuss transition arrangements, pass on records and share and information.

How we prepare children to move on from our school

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Littlemoor school is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Most children move to Spa Junior school which is at the bottom of the road. Good relationships with the staff and transition arrangements have been established over the years. If a child is moving to a school in another area then staff ensure that the same arrangements are put into place with the school.

Teachers from the junior school visit children in their current class and parents are invited to a welcome meeting at the new school. A series of visits are put in place where by children visit their new school, meet their new teacher and peers and are also able to stay for a school dinner.

SENCOs from both school meet during the summer term and exchange information about how to best support children with additional needs and how to ensure consistency. All support plans, records and information are passed on. If needed children with additional needs have extra visits to school at different times of the day with parents and / or staff. Photograph books may be used to support children in becoming familiar with the new setting.

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

Resources and materials are deployed on a needs basis. When specialist equipment and resources are needed they are purchased / allocated to particular children to help in supporting any needs they might have. This could be, the use of specialist scissors or pens, sensory equipment and chewellery, visual timetables and prompts, transition tables, seating and chairs or doorway ramps to name but a few.

In school there are a variety of specialist teaching or support programmes such as, one to one phonics, first class at maths, rainbows, black sheep speech and language, attainment for all and speech and language programmes. These are allocated on a needs basis after, discussion with staff, parents and other professionals, assessments, data analysis and observation. The interventions are reviewed termly and adjustments made in light of findings.

Staff are allocated to classes and particular children to provide support and to meet the needs of all children in school and those children with SEND. Teaching assistants are not always allocated to one class but will spend their time where they are most able to support children. School employ teachers who deliver specific programmes to groups of children where needed. Many staff have a variety of roles in school to deliver programmes and support children in school. When children have an EHCP additional support in class will be provided to support a child and to meet particular needs.

At Littlemoor we employ a trained speech and language therapist to attend school each week. Her role is to deliver speech and language development sessions, work alongside a teaching assistant who then continues these sessions throughout the week and she has delivered various sessions of staff training. She is deployed to work with the children who would benefit from her support based on teacher recommendation and from on entry screening.

Contacts for more information

Head teacher/ Principal: Mrs Carol Ann Turner

Chair of Governing Body: Mr Tony Mulvey

Address: Alfred Road, Askern, Doncaster. DN6 0PZ

Telephone: 01302 701353

Email: admin@askernlittlemoor.doncaster.sch.uk

Website: www.askernlittlemoor.co.uk

SEND Policies and SEN Information Report link(s):