

Armthorpe Tranmoor Primary School

Brief description of the school

Tranmoor Primary School is a Local Authority maintained mainstream primary school situated in Armthorpe. The school is larger than average, with two form entry throughout the school and a 39 place nursery. Our Lilypads provision caters for children aged 2-3 years old.

School Aims -"Inspire, Empower, Achieve" is our school Motto.

At Tranmoor Primary School we have high expectations of ourselves and each other, now and in the future. As part of the community we aim to inspire and empower each other in all that we do, so that all (children, parents/carers and staff) achieve to the best of their abilities, now and in the future.

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

At Tranmoor Primary School children are continually assessed; teachers observe the children in their class in different situations, they talk and listen to them and assess their written work. If a class teacher has a concern about a child's lack of progress or low attainment then they will speak to the SENCO and inform parents/carers at the first opportunity to alert them to their concerns.

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well-differentiated curriculum offer for all pupils in the school. These pupils will be given targets that are reviewed termly on a SEN support plan. SEN Support Plans will be written in consultation with parents/carers and any other agencies that are deemed necessary to support the child's development; they will then be reviewed every 12 weeks.

This type of support is available for children with specific barriers to learning that cannot be overcome using just Quality First Teaching and intervention groups.

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

A child's parents/ carers have a wealth of knowledge and information about their child and are therefore an important link in the education of their child. They can provide a valuable source of support for their child's learning at home. At Tranmoor Primary School all parents/ carers are encouraged to contribute to their child's education. This may be through:

- discussions with class teacher
- during parent consultation evenings
- discussions with class teacher, SENCO and/or other professionals

For pupils on our Special Needs register parents/ carers are invited to meet with their class teacher on a termly basis in order to set the outcomes for the children's SEN support plans and to review these outcomes. Whenever possible, we endeavour to take account of the wishes, feelings and knowledge of parents/carers at all stages.

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

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and

reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- monitor their success at achieving the targets on their SEN support Plan (for some pupils with special educational needs)

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

The curriculum will be made accessible for all pupils in accordance with the National Curriculum Inclusion Statement, emphasising the importance of providing effective learning opportunities for all pupils and offering three key principles for inclusion:

1. Setting suitable learning challenges
2. Responding to pupils' diverse needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Class teachers know the profile of their class and learning activities are planned to match children's learning needs. The environment is stimulating and supportive with learning walls and interactive displays to provide prompts and reminders to encourage children to learn and achieve independently. Our classes are well resourced and for children with additional needs, we will do our utmost to organise specialised equipment. All staff have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

How we provide additional support if your child has learning needs

When pupils are identified as having learning needs additional support will put in place which is 'additional to' or 'different from' that received by other pupils, for example:

- additional adult support within the classroom to enable the child to access the curriculum alongside their peers
- a targeted programme delivered 1:1 or in a small group situation outside the classroom by a Learning Support Assistant

An SEN Support Plan with SMART targets will be written, taking on board advice from external agencies such as the Educational Psychologist if appropriate, and will be reviewed regularly.

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

When pupils are identified as having social and communication needs additional support will put in place which is 'additional to' or 'different from' that received by other pupils, for example:

- Visual prompts/ supports for tasks and/or personal organisation.
- Use of routines and structured tasks to promote learning.

- Strategies such as Social Stories used to promote social success / appropriate behaviour.
- Regular opportunities for individual or small group work within the classroom or on a withdrawal basis to address specific needs.
- 1:1 programme to support development of communication skills

An SEN Support Plan with SMART targets will be written, taking on board advice from external agencies such as the Speech & Language Therapist, Occupational Therapist, ASCETS or Educational Psychologist if appropriate, and will be reviewed regularly.

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

When pupils are identified as having physical or sensory needs additional support will put in place which is 'additional to' or 'different from' that received by other pupils, for example:

- additional adult support within the classroom to enable the child to access the curriculum alongside their peers
- resources to enable the child to more easily access the curriculum
- 1:1 or small group programme provided by external specialist

An SEN Support Plan with SMART targets will be written, taking on board advice from external agencies such as the Service for children with a hearing Impairment, Service for children with a visual impairment, Speech & Language Therapist, Occupational Therapist, Physiotherapist or Educational Psychologist if appropriate, and will be reviewed regularly.

Pupils with medical needs

If a pupil has a medical need then a detailed Health Care Plan is compiled in consultation with parents/carers and, where appropriate, medical staff. These are discussed with all staff involved with the child.

Appropriate staff receive epipen training delivered by the school nurse. Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

All support staff have basic first aid training.

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

Our school offers a wide variety of pastoral support for pupils who may be encountering social or emotional difficulties. These include:

- Members of staff such as the class teacher, Parent Support Advisor and SENCO are readily available for pupils who wish to discuss issues and concerns.
- Clubs are available for those who find lunchtimes a challenge.
- The Thrive Room has been created as a safe space for children who need emotional support
- We run nurture groups, social skills groups and emotional literacy programmes for those in need of this support.

The Thrive programme is used to enable staff to identify any pupils who may require support with emotional health and wellbeing and to put in place personalised support plans.

How we promote developing independence

We have a creative curriculum which encourages children to innovate and apply their learning and ideas in problem solving scenarios. We encourage pupils to adopt ownership of their learning which cascades to all pupil groups including those with SEND.

All children in school are encouraged to complete work independently. Some children may need more support to reach an age appropriate level of independence. Where necessary, children will be given targets which include completing tasks and learning independently.

Children are encouraged to deal with their own personal care needs as is appropriate. Where assistance is required, children are supported to work towards independence if medical professionals report that long term this is possible for the child as they develop through school.

Regular home-learning is given with the expectation that older children will self-organise and thus help with independence upon transition to secondary school.

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

When providing support for pupils with SEND that is 'additional to' or 'different from' we engage in a 4 stage process: **Assess, Plan, Do and Review**.

Assess- this involves taking into consideration all the information from discussions with parents/carers, the child, class teachers and assessments.

Plan- This stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on SEN support plans. They will form the basis for termly review meetings, held as part of parent/teachers consultations.

Do- providing the support- extra assistance for learning or learning aids- as set out in the plan.

Review- measuring the impact of support provided, and considering whether changes to that support need to be made. This is recorded as part of the child's individual Support Plan. This stage then informs the next cycle, if necessary. Parents/carers are informed through termly meetings or consultations. Children are informed of their progress towards targets regularly by their class teacher.

All children are also discussed during termly Pupil Progress meetings with the Senior Leadership Team (SLT). Data is collected for a child on a termly basis. This is analysed by SLT (including the SENCO) to look at progress and impact of intervention and teaching.

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

Tranmoor Primary School aims to ensure that all children can access the school building regardless of their Special Educational Need or Disability. As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- 4 toilets adapted for disabled users
- Flat surfaces and ramps to make our school buildings accessible to all
- Sensory rooms, in the main school building and Nursery.

On-going adaptations take place where necessary.

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

Children with SEND have the same entitlement and opportunities as all children, we work with professionals to overcome any issues that may need supporting to ensure this. Tranmoor Primary School makes reasonable adjustments to ensure that children with SEND can take part in a full range of school activities. Any adaptations to the curriculum are based on individual needs with the goal of including the young person with SEND socially and academically. Children in our school are also encouraged to take part in extra-curricular activities, where additional support can be provided if necessary.

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

Tranmoor Primary School has an Inclusion team made up of skilled staff who support the delivery of interventions and targeted work. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. Staff attend training and courses run by outside agencies that are relevant to the needs of the pupils they are working with, including:

- Thrive
- Team Teach
- 1st class @number
- Numbers Count
- Read, Write, Inc
- Attachment
- Lego Therapy

Our Special Educational Needs Co-ordinator regularly attends local network meetings.

Specialist expertise is also sought when a child's needs present themselves as above and beyond that of a mainstream classroom teacher's training. Regular contact takes place between the SENCO and numerous external agencies including:

- Educational Psychologist
- the in-school Speech and Language Team
- Occupational Health
- School Nursing Team
- Health Visitors and other professionals

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- ASCETS (Autism and Social Communication Education and Training Service)

- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Service)
- Attendance and Welfare Officers
- SEN Team (Doncaster LA)
- Children's Community Therapy Team (Speech and Language, Occupational Therapy, Physiotherapy)
- Doncaster Royal Infirmary (Paediatricians)
- School Nurse and Health Visitors
- Intensive Family Support Service (IFSS)
- Service for Children with Visual or Hearing Impairment
- Outreach services from Doncaster's specialist schools

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

How we prepare children to join our school

When pupils join our school in Foundation Stage parents/ carers are invited to a meeting in the Summer Term to meet the staff and look around the classroom. This provides an opportunity to ask any questions or talk to us about any worries about starting school.

In Nursery (F1) pupils will be visited at home with their parent/ carer. This is an opportunity for our staff to meet the children in familiar surroundings so that when the children attend their first session they will feel more confident. It is also an opportunity for parents/ carers to share information that will help their child to settle into school easily. Each child in F1 is allocated a member of our staff as their key person. The key person supports the child through the settling in process, they will also get to know individual children well and plan activities and experiences to enhance their learning and development. After the home visits parents/carers are invited to spend a short session in the classroom with their child. Following this visit the children are admitted a few each day over a short period.

In Reception (F2) pupils who have not previously attended Tranmoor Primary School will be visited by a member of a staff at their previous setting. This ensures the child is familiar with a staff member and feels more confident during transition days, when they will have opportunities to see their new teacher and visit their new classroom. It also ensures important information is shared about the child to ensure a smooth transition into school.

Children joining an older year group are also invited to visit the school prior to starting. Parents will meet key members of staff and receive relevant information.

How we prepare children to move on from our school

At Tranmoor Primary School we ensure early and timely planning for transfer to a pupil's next phase of education. Pupils with a Statement of Special Educational Needs or Education Health and Care Plans will have next phase destinations and transition arrangements discussed at Annual Review meetings. Pupils and parents/carers will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all “class transition days” to the next phase but may also be offered additional transition visits. Parents/carers will be given a reliable named contact at the next phase provider with whom the SENCO will liaise.

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

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual’s needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

Currently all classes have a teaching assistant to support with day to day interventions and provision mapping. Learning support assistants are assigned to children with statements/ EHC plans.

Contacts for more information

Head teacher/ Principal: Suzanne Gibbons

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SEND Policies and SEN Information Report link(s):

<http://www.tranmoor.doncaster.sch.uk/curriculum/inclusion>