

Intake Primary School

Brief description of the school

Intake Primary School is a slightly larger than average primary school which caters for approximately 330 pupils aged 4-11 plus an additional 60 places in nursery. The school is located in Intake, Doncaster and is maintained by the LA.

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

According to The Code of Practice 2014, identification of SEN is when,
“A child or young person has a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”*

As a school, we identify children whose progress is significantly slower than their peers, or their rate of progress decreases on previous years, even though they have received high quality teaching, and investigate further. A referral to the Special Educational Needs Co-ordinator will be made. An assessment of your children will take place in order to identify potential barriers to learning and the area(s) in which your child is struggling. This assessment will also include correspondence with you as parents and carers.

The SEN Code of Practice 2014 explains that special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Plans will be put in place, with SMART targets that focus on their area of need.

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

At Intake Primary School we have excellent relationships with parents and encourage them, at every opportunity, to work closely with our school to improve their child's learning. We believe that the best results are achieved by all working closely, including parent/carers, school staff and the LA.

Parents are involved in the planning, target setting and reviewing of progress of pupils who are supported with a SEND Support Plan or Education Health and Care plan (EHC) through review meetings. We have termly parent meetings where your child's strengths and areas for development from school are shared. You are also asked to share your thoughts on your child's development. In addition, we also have parental workshops to share how we teach reading, writing, spelling and maths. Our parent support adviser (PSA) also organises other workshops for parents and children to attend together.

We also offer parental support and programmes through our pastoral team. They work closely with families to ensure that all members of that family are receiving help and support where needed. Referrals to outside agencies are made if a family feel they need more intense support.

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

It is important that all pupils are involved in making decisions and exercising choice when it comes to their education and progress. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets, and self and peer assessment.

More specifically for SEN pupils, we will ensure, where possible, to involve them in their target setting and reviewing their SEN support plan and interventions.

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

At Intake, we adapt our curriculum to suit the needs of all learners, with the support of external agencies where needed. Quality first teaching, happening in all our classrooms, is personalised and differentiated to meet the needs of our diverse learning styles and needs of our children. Resources are differentiated and chosen to further support our learners.

Additional training is given to adults who are working closely with a child with a particular need to ensure that the child is receiving support that is tailored specifically to their needs.

Interventions are put in place, and monitored closely, for children who need support in 'closing the gap to their peers'. These interventions can be 1-1, 1-2 or small group.

How we provide additional support if your child has learning needs

The SENCo creates provision maps to ensure the needs of all SEN children are being met as well as an individual support plan which is reviewed at least termly with parents and other agencies involved. Interventions are regularly evaluated and progress measured, through pupil progress meetings.

Through the provision map, review meetings and pupil progress meetings, interventions are evaluated to measure whether the interventions are working. If not, other strategies will be put in place. These will also help to identify whether further support from outside agencies are required. If so, referrals will be made. If necessary the SENCo (or parent) may request that the local authority carry out a 'Statutory Education, Health and Care Assessment' of a child's needs.

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

Children with SEN are initially supported within their classroom environment and then an assessment of their needs and support are undertaken. From this, arrange and support will be put in place.

We support a number of interventions to address difficulties with social communication. All classes display their timetable within the classroom and some pupils have their own individual visual timetable which they have access to and their 1-1 support. All staff have had recent training in Makaton, with ASD 1-1 adults having further training in Makaton and social and communication.

Across school, the use of circle of friends and nurture groups has aided the development of ASD and vulnerable pupils. Support groups for parents of ASD children are also in place, helping build stronger relationships in families.

We have good links with the school nurses, local health team and speech and language service to which referrals are made for additional support as necessary.

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

School liaise with a variety of external agencies to support the individual needs of our pupils. We work closely with speech and language, hearing impairment team and the occupational therapy team, who support us in supporting our pupils.

An up-to-date medical needs register is kept. These are updated regularly with close links to health workers and families.

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

We feel that the emotional health and wellbeing of our children is fundamental; the centre of our school. As a school, our ethos, which is modelled by all staff and children, has the children's emotional health and wellbeing at its core.

In addition to this, we have a PHSCE curriculum which is taught throughout school. In school, we have a room (Nurture Nest) which is a designated area for emotional health and wellbeing interventions and support groups to take place. We have staff who are TRIVE trained, and deliver sessions with our vulnerable children and families. We have a lunch club for targeted children- a room they feel relaxed and happy in. We also have a Parent Support Advisor who supports families and liaises with other agencies as well as working closely with school.

How we promote developing independence

At Intake, we have high expectations for children's behaviour and their learning behaviours. We have a behaviour system in place which allows children to gain merits. There are learning powers, which the children must demonstrate, to gain these merits. One of which is for being independent.

In lessons daily, children are encouraged to become independent learners. Supported is given when needed, but all children are encouraged to become independent learners.

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

At least termly, meetings with parents, class teachers, PSA, support staff and other relevant outside agencies are held. We look at termly progress in relation to their targets. With parents, we put in place methods to support children's outcomes that both school and parents can do to support the children. Other agencies will also offer their expert knowledge.

In addition, pupils who currently have an EHC Plan (or Statement of SEND) will be formally reviewed at an Annual Review, with the pupil, parents and all adults involved with the child's education.

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

We aim to adapt the learning environment, and school facilities, wherever necessary to ensure it can be accessed by all pupils. School has been made

physically accessible for all regardless of their SEND. This has been achieved through adaptation of resources and the building.

Our school curriculum is adapted to meet the needs of all learners, with extra resources put in place where it is seen necessary. External support, where necessary, is drawn upon to support our learners.

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

All children receive high quality teaching in their differentiated classroom, where extra support and resources are deployed to ensure inclusion and that all children's needs are being met.

At times, when deemed necessary, some children are taken into other learning environments for interventions and a quieter learning space. External advice may be required to ensure that children with SEN are supported effectively.

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

All staff at Intake have a basic understanding of SEND and the areas of needs. Staff meetings take place where staff share good practice in supporting SEND pupils. Further to this, staff who have responsibility for SEN are given training opportunities throughout the year. These will be tailored to suit the needs of the children they are working closely with. External professionals are brought in to train staff. For example, Speech and Language Therapists.

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

Where necessary we seek expertise and advice from a variety of external agencies including:

- Educational psychologist
- Autism and Social Communications Pathway
- Sensory Service
- Speech and language therapists
- Occupational therapists
- School Nurse and Health

In addition, the Head Teacher, Deputy Head and PSA are all trained Safeguarding officers. Communication between Health and Social care takes place regularly with these staff members in order to support children and their families with SEN.

How we prepare children to join our school

In preparing children to join our school, the SENCo will visit pre-schools with the Foundation Stage Leader when appropriate. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them. Your child will be able to visit our school and stay for a taster session, if this is appropriate.

How we prepare children to move on from our school

The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school. Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit

your child in this school. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

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

The Head teacher and SENCo, in association with outside agencies, determine the deployment of resources in relation to meeting the needs of all children with SEND.

Head teacher/ Principal: Mrs Broad

Chair of Governing Body: Mr Mike Morgan

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SEND Policies and SEN Information Report link(s): Please see Miss Danielle Carr.