

Thorne Brooke Primary School

Brief description of the school

Thorne Brooke Primary School is two form entry and is significantly above the average size of national primary schools with approximately 550 pupils on role. There are 14 classes in school and a Foundation 1 unit. All classes are staffed with a teacher and a minimum of 1 learning support assistant.

We are a fully inclusive school. We have high expectations of our children and will support them in achieving their personal best, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Brooke primary school was federated with Marshland Primary School in November 2014. Both schools maintain their own identify, but share the same logo and ethos statement 'at the heart of it all is the child'.

The federation is formally constituted using statutory regulations and has a single governing body. Admissions to each of the schools is determined by the Doncaster admissions authority (LA)

The federation has a shared vision and values.

Our Vision

Brooke and Marshland Primary School Federation is a happy and welcoming community. Our relationships are built on trust, integrity and respect for others and any differences between us. We foster a sense of value, pride and understanding between everyone involved in making our schools safe and supportive places to learn and play. There is always someone to talk to.

We provide an exciting and inspirational curriculum that is built around first-hand experiences and that is relevant for today's world. Our expectations are high. We develop the children as confident explorers, critical thinkers and creative young people who are not afraid to ask questions and take risks. Our committed staff and our strong leaders know it is important to celebrate talents and to challenge individuals to realise their potential. We know everyone has the right to aim high and to shine; we can all be experts sometimes.

We strive to build foundations for lifelong learning and equip children for the next steps as young, confident and resilient adults. We will inspire, excite and work together to create amazing memories.

Our School Values

Ambition

Kindness

Confidence

Enthusiasm

Friendship

Honesty

Independence
Perseverance
Respect
Responsibility

The federation has an executive leadership team (ELT) which consists of the Executive Headteacher, Mrs Sarah Hall, the deputy headteacher, Mrs Emma Levers (responsibility for SEND and inclusion) and Mrs Karen Coward (responsibility for teaching and learning and inclusion).

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

Early identification is essential. We encourage regular communication with parents and carers. We use a variety of strategies to support us in identifying whether your child has special educational needs:

- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- listening to and following up parental concerns
- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time
- Formative and summative assessments
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- liaison with schools and other settings on phase and in year transfer
- exchanging information from other services across education, health, care and the voluntary sector
- involving an external agency, and the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.

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

At Brooke Primary School we work in close partnership with parents and carers, ensuring that the best possible outcomes are achieved for the child.

Parent/carers will be informed of any concerns straight away by the class teacher or inclusion team, and steps forward agreed.

Low level concerns will be recorded by the class teacher on a 'school concern record'. Parents/carers can contribute to this record. The child's views will also be recorded on the 'one page profile'. This will be updated with parents and the child at parents evening, which occurs once every term.

If we decide that a child has special educational needs a SEN support plan will be written in consultation with the class teacher, LSA, parents/Carers, Child and any external agencies involved. This plan is based on the assess, plan, do, review cycle and therefore outcomes will be frequently assessed. Outcomes will be reviewed at least every term.

If during these cycles it is agreed that a higher level of support is required to ensure the outcomes are met, that cannot be funded from the schools resources, an

education, health and care plan will be applied for. A termly (minimum) support plan meeting will be held between all people involved in supporting the child, plus an additional annual review where a representative from the SEN team at the local authority is invited.

At the end of each academic year all parents receive a comprehensive report, which will reflect the child's strengths, weaknesses, progress and attainment. Parents/carers will be invited to attend parents evening with their child's class teacher during the year.

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

Class teachers consult regularly with all children, monitoring their individual targets and progress.

For children who have special educational needs a key adult will meet weekly with the child to discuss progress towards the outcomes set at the SEN support plan meeting.

Each term the children are also part of the formal SEN support plan review meetings and are asked to give their views, either on paper (a teaching assistant or teacher might work with a child to complete any written evidence) and/or in person at the review meeting.

Every child on the SEND Register has a personal 'one page profile'. Children can present their likes, dislikes, hopes and aspirations on this document.

Staff will ensure that SEN support plan outcomes are discussed in child-friendly language so that the pupil fully understands them. Pupil voice is a valued part of the school. We aim to regularly obtain the children's views through the school council, comment box and surveys.

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

All of our teachers are trained in adapting their teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

All staff, with the support of the Inclusion Team, will help all individual pupils to reach their potential in all areas of the curriculum. This is a flexible and personalised approach and will reflect the child's individual needs.

We expect that all children will strive to reach their potential. For some children, including those with special educational needs or a disability, this may require that, for example:

- Teachers assess and evaluate planning to adapt teaching strategies, so that children have individualised learning outcomes
- Children sometimes require individual or group teaching/interventions
- Extra adult support is provided in class to allow children to access the curriculum fully

How we provide additional support if your child has learning needs

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation, or when the child is experiencing difficulties accessing the curriculum.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and Specific learning difficulties (SpLD).

Mrs levers has specific responsibility for SEN as the Special Educational Needs Co-ordinator (SENCo). She will lead the other members of staff in delivering the most appropriate support and provision to meet the child's individual needs.

The provision provided through quality first teaching will be assessed initially to ensure that differentiation is taking into account the child's needs. If it is agreed that further support is required a programme of support, built around the child's needs, will be created. This will be detailed in the child's SEN support plan. Such programmes may include:

- Learning programmes such as every child counts, Beat Dyslexia, Tie by Toe
- Precision teaching specific to the area of need
- Key worker 1-2-1 or small group support

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

A range of teaching strategies and techniques will be explored to find the most appropriate method of supporting your child. The strategies we use depend on the child's needs and will be detailed in the child's SEN support plan. Progress towards outcomes will be carefully monitored to ensure that the correct strategies are being employed. Some of the strategies that we currently use to support children with social and communication needs include:

- Sensory circuits
- ASCETS involvement
- Support from Mrs Alison Goodman – specialist teacher for ASD. Mrs Goodman is employed by the ASCETS team, however the school employs for 1 day per week
- Social stars sessions
- Rainbows and Sunbeams support sessions
- Emotional literacy programs
- Playing for purpose sessions (P4P)
- Makaton support including lunch time club
- Sensory diet schedule
- Lego Therapy
- ELKLAN program

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

Some children and young people require special educational provision because they have a physical disability which prevents or hinders them from making use of the educational facilities generally provided. We work in partnership with physiotherapists and occupational therapists to ensure that our environment

supports children with physical or sensory needs.
We provide a range of strategies to support the child, including:

- Sensory circuits
- Sensory diet schedule

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

In accordance with the code of Practice and the guidance from the statutory document 'Supporting pupils with medical conditions in schools' all pupils with medical conditions will have a medical care plan written in partnerships with parents and teachers that ensures that all staff are aware of their needs.

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

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.

The inclusion team meet regularly and aim to identify children who need social and emotional support. We have trained THRIVE practitioners in school who support children using this approach. We hope that this will help the child to become more self-assured and ready to engage with life and learning. Thrive is a targeted intervention, which is based on neuroscience and attachment research.

Restorative practice is embedded in our policies and all staff have training to support this approach. We use emotions boards and restorative circles to support the children.

We also offer:

- Small group programmes such as; Rainbows and sunbeam, Lego Therapy, circle of friends and social stars
- Playground Leaders
- Weekly Achievers Assemblies to celebrate pupil's successes
- Buddy systems
- The hub/retreat
- Additional staff on duty at break times

How we promote developing independence

Our School's values inspire all children to develop the skills that they will need to develop as independent and confident individuals. We want children to become independent individuals and support this through quality first teaching.

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

Pupil progress meetings are held regularly between the class teacher and executive leadership team. During these meetings attainment data is analysed. If the data for any child raises concerns, this will be passed on to the inclusion team who will then modify provision appropriately to prevent any further regression.

The SENCo monitors teaching and other evidence to ensure that children with special educational needs or a disabilities are being met. The teachers planning will detail the support being provided to the child through quality first teaching. Any additional support is documented in one or more of the following ways: class provision map, pastoral support plan, care plan, Pupil emergency evacuation plan (PEEP), risk assessment, SEN support plan or school concern record.

All parents are invited to attend parents evening once per term. For parents of children with special educational needs this will be a lengthier meeting as the outcomes detailed on the child's SEN support plan will be reviewed at the same time. For some children with SEN these meetings will be more frequent.

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

Regular ongoing assessment of the child's needs helps us to make decisions about the level of support they require. The SENCo, class teacher and key worker will work with the child and parents to adapt the learning environment, teaching style and planning further to support the child in making progress.

All of our classrooms are accessible by a wheelchair. We have a specialist wet room which includes hydraulic hoists. The schools access policy provides further details. We work closely a number of external agencies, including ASCETS and with the outreach service at Heatherwood Special school to ensure that all children can access the school and learning environments.

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

We are a fully inclusive school and every aspects of school life and every activity/trip is designed to be fully inclusive.

We undertake a detailed risk assessment before undertaking any educational visit or activity outside the classroom and part of this assessment will involve reducing potential barriers to learning for pupils with SEND. This risk assessment is carried out in advance of the activity, allowing staff time to modify arrangements as necessary to ensure all pupils can be included safely. For example, it may be necessary to take additional adult support to ensure that a pupil can access activities.

When participating in activities led by non-school staff during educational visits we will ensure that the leader is made aware of any SEND needs as appropriate to ensure that all pupils are able to be fully included.

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

We keep a record of the training provided to our staff. This enables us to ensure that refresher training occurs and we can identify areas of need. We aim to ensure that staff receive up to date training in strategies and programs that support all 4 areas of need. We have a lot of experienced staff who hold qualifications in a variety of areas. These staff provide in house training. In addition, we also utilise external agencies and training programs.

- The SENCO, Mrs Levers, has gained the National Award for Special Educational Needs Co-ordination (NASENCO) qualification
- Mrs Hall, Mrs Levers and Mrs Blackham are the named safeguarding staff and have completed CAF and child protection training

- All staff have received training on the new SEND code of practice
- Mrs Blackham, Ms Robinson, Ms Jackson and Ms Banner are licensed THRIVE practitioners
- Ms Oldknow, Ms Featherstone, and Ms Pattrick are currently completing the ELKLAN course.
- Ms Linley, Ms Munn, Ms Clegg and Mrs Fleet have completed the Rainbows and Sunbeams training
- Ms Chapman, Mrs Taylor and Mrs Knowles hold the level 3 lifting and handling qualification

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

The school is able to access the following services through a process of referral:

- Educational psychology
- Speech and language therapy
- Occupational therapy
- Physiotherapy
- School Nurse
- Children's services
- Primary Behaviour support
- Child and Adolescent Mental Health Services (CAMHS)
- ASCETS
- EMTAS

How we prepare children to join our school

Transition into our school (FS1 and FS2)

- The SENCO and senior teacher work closely with other alternative child care providers to ensure they are aware of the needs of the children transferring into the federation
- The FS1 class teacher conducts home and private nursery visits to meet the child in a setting in which they are familiar
- If a child requires additional transition support, the child and parent/guardian may be invited to attend stay and play sessions in the foundation unit

The SENCO and class teacher will attend SEN support meetings at the child's nursery to ensure that they are familiar with the child's needs. They will work with other professionals, including the area SENCO, to ensure that any adjustments are made to the school environment prior to the child attending.

How we prepare children to move on from our school

For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.

Transition within our school (between year groups/key stages)

- During the final half term, class teachers will identify any child who they feel may need additional transition arrangements e.g. children with SEND, vulnerable children, children with a care plan

- The class teacher, Working with the teacher in charge and SENCO, will create a package of support to assist the child in making a successful transition to the next year group/key stage
- Examples of additional arrangements may include a transition booklet, group work or 1-2-1 support with an LSA or teacher, parent/guardian meetings, support sessions during school holidays

Transition onto Secondary education

- The majority of children transfer to Trinity Academy at the end of year 6.
- During the year a variety of transition activities are organised by Trinity and federation staff. We work very closely with Trinity to ensure that the needs of all of the children are met.
- For a child that has a statement of educational need, or an Education, Health and Care plan, The Trinity SENCO is invited to attend the child's annual review in year 5 and 6. In addition the federation SENCO works closely with the SEN team at Trinity to ensure that they are familiar with all children with SEND
- For other vulnerable groups e.g. children in care, medical concerns etc, the federation work closely with the Trinity teaching and learning leader and school mentoring team to ensure that all parties are aware of the needs of each child.
- Additional transition arrangements are made for any child that requires them. This has included early morning, lunch time and after school sessions at Trinity so that the children can familiarise themselves with the routines and procedures.
- When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

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

We deploy staff according to the needs of the children. Through regular assessment, we are able to deploy resources effectively and efficiently.

Contacts for more information

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SEND Policies and SEN Information Report link(s):

<http://www.thornebrooke.doncaster.sch.uk/about-us/school-policies>