

Tickhill Estfeld Primary School

Brief description of the school

Tickhill Estfeld Primary School is an LA maintained primary school serving the small rural town of Tickhill. It is a one form entry school and currently has 213 children on roll from Foundation 2 to Year 6. Children's abilities on entry to school span the full range but overall are above expected levels. The proportion of pupils with learning difficulties and/or disabilities is below average. Few pupils are entitled to free school meals. Almost all pupils are White British.

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

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.

The SEN Code of Practice 2015 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, mental and emotional health
4. Sensory and/or physical

Many children have difficulties that fit into one or more of these areas.

If your child is assessed as needing any kind of extra help in order to support progress it may take the form of:

- Targeted intervention groups
- Small group work within the class
- Nurture groups to address emotional needs with a learning mentor

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

If there are any concerns regarding the progress a child is making, this will be discussed with parents. This will be an opportunity to share information and discuss concerns and plan any additional support the child may need. The involvement of outside professionals may also be discussed if it is felt that this would benefit the child.

Parents are actively involved in the planning, target setting and reviewing of progress of pupils who are supported with a SEN Support Plan or a Statement of SEN or Educational Health and Care Plan (EHCP).

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

Children identified with SEN will usually have a SEN Support or other individual Plan with targets set that are designed to accelerate learning and close the gap. Progress towards these targets will be reviewed regularly, with the child and their parents, following an 'Assess, Plan, Do, Review' model.

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

All children identified as needing extra help in order to maintain progress will be supported by the quality first teaching in each class delivered by his/her class teacher.

We carefully plan our curriculum to match the age, ability and needs of all children. The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.

It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs. Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.

Our Accessibility Plan is regularly reviewed to ensure that all children have the fullest access to the curriculum and the school site as possible.

How we provide additional support if your child has learning needs

At Estfeld we have a 3 tiered approach to supporting a child's learning.

Universal – this is the quality first teaching your child will receive from his/her class teacher and may include some very minor adaptations to match learning needs.

Targeted – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of a) assessing your child's needs, b) planning the most effective and appropriate intervention, c) providing this intervention and d) reviewing the impact on your child's progress toward individual learning outcomes.

Specific -targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. For a very small number of pupils access to these specialists may be through a Statement of SEN or an EHC Plan.

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

We recognise that some children have additional emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development.

We work closely with other agencies such as Speech and Language therapy to support children with specific communication needs.

Some children need support with engaging socially with others and may benefit from a nurture group to develop a circle of friends.

The Learning Mentor can provide guided support for those children whose emotional needs may create a barrier to their learning.

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

In the first instance we would liaise with healthcare professionals to ensure needs are met. A healthcare plan may need to be put in place.

We provide support and practical aids where appropriate to ensure pupils can access the curriculum. When it is appropriate we use ICT to enhance pupil's access to the curriculum.

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

We believe that children achieve best when they are happy. We celebrate the children's successes and provide them with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these.

Support that is always available

- Circle Time and PSHE lessons to promote social skills and social development.
- Daily Collective Worship and a weekly Celebration Assembly.
- Class and whole school reward systems that promote and celebrate social development, as well as other achievements.
- Opportunities to talk with a class teacher, head-teacher or Support Assistant on a 1:1 to share any worries or concerns

Support that may be put into place

- social skills groups, where we explicitly teach skills such as turn-taking, sharing, managing feelings.
- 1:1 support with the learning mentor
- Use of social stories

How we promote developing independence

- Every classroom has clear routines that help children become independent.
- Visual reminders help children take responsibility for their own learning and remind them of the importance of working independently.
- Classrooms have visual reminders of routines and strategies so children can refer to them throughout the day.

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

Every child's progress is continually monitored by his/her class teacher. Progress of all children is reviewed by the senior leadership team. It is at this point that underachievement is identified and any interventions are put in place to help remove any barriers to learning.

Most children identified as needing extra help in order to support progress will be supported by the quality first teaching in each class and in addition may have supported group work or short term targeted interventions.

There will be those who require more specialised support and will be identified as having a special Educational Need (SEN). These children will usually have an SEN Support Plan with targets set that are designed to accelerate learning and close the gap. Progress towards these targets will be reviewed termly, with the child and their parents following as 'Assess, Plan, Do, Review' model.

In addition, pupils who currently have an EHC Plan or a Statement of SEN 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 SEN

The access to all areas of the school building and school grounds is very good.

The school grounds include a variety of play and seating areas to promote shared activities. Adult supervision is high at all times including during playtimes.

We have excellent IT facilities including laptops and I-pads.

Advice is always taken to help us provide the best possible learning environment for pupils with disabilities.

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

Estfeld is an inclusive school and committed to providing equal opportunities for all children.

- School clubs, educational visits and trips are available to all children.
- When necessary we will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.

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

- We have regular staff meetings to ensure all staff are kept up to date with SEN developments.
- Through staff appraisal, development needs are identified and catered for. This may include 'in-house' training or attendance on a course or online training.
- If we admit a child for whom specialist training is needed eg Epipen use, training is provided as soon as possible.
- The SENCO and class teacher may also work closely with specialists from external support services that may provide advice or direct support as appropriate.

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

Sometimes a child will have needs that will benefit from additional help from specialist outside the school. Depending on a child's needs we may draw on support from:

- Speech and Language Service
- Language Support Team
- Autism Team
- Child and Mental Health Services
- Occupational Therapy
- Educational Psychologist Service
- Hearing and Visually Impaired Service
- Social Services
- Family Support
- SAIDSEND
- School Nurse
- Social Communication Clinic

We always communicate with parents if we think additional support is required and before we contact other specialists.

How we prepare children to join our school

We have strong links with our feeder nurseries and preschools, and to ensure a smooth transition we will:

- Visit nurseries to meet your child
- Receive and use relevant paperwork from the nursery
- Arrange visits to school before your child starts school
- Arrange parent meetings with your child's class teacher before they start school
- Speak with agencies already involved with your child, e.g. Speech and Language Therapists to discuss their targets

If a child moves from another school with SEND

- The SENCO will liaise with the previous school/setting to ensure approaches and support remains consistent (wherever possible) and arrangements to support the child will be made. Information will be shared and discussed

How we prepare children to move on from our school

- If we are provided with the contact details of the new school the SENCO will contact them and discuss the specific needs of the child and share information, before official documentation is sent to the new school.
- When pupils are leaving year 6 and transferring into secondary school, the SENCO and/or Year 6 teachers will discuss the needs and provision for pupils with SEN with the SENCO's of the receiving schools. If possible the SENCO from the new secondary will be invited to the Support Plan review where information/support Plans will be shared and discussed.
- If your child has an EHC Plan or Statement of SEN the SENCO from the child's preferred secondary school will be invited to the Annual Review Meeting in Year 5 and 6.
- Transition opportunities will be provided for all pupils on transfer to Secondary school and additional visits etc. arranged for pupils with SEN as required.

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

We allocate resources and deploy members of staff according to the children's needs.

Pupil Progress Meetings, held 3 times a year with senior staff, review the progress of all children. We review and evaluate our resources and provision to ensure effective support is maintained.

Class teachers continually monitor children's progress and direct support from their teaching assistant accordingly.

Contacts for more information

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SEND Policies and SEN Information Report link(s):

http://estfeld.doncaster.sch.uk/?page_id=32