

## **Tickhill St Mary's C of E Primary and Nursery School**

### **Brief description of the school**

We are a happy and caring school with just over 200 children on roll. Our school is beautiful, both inside and out; we have a very large field and are situated only a short distance from St Mary's Church.

As a school we are committed to developing the partnership between home, school, church and the community, These links help enable our children to develop intellectually, spiritually, morally, emotionally and culturally.

We are proud to be a Church of England School and we promote the Christian values of care, understanding and tolerance. We are a school which accepts, loves, forgives and trusts which helps our children's confidence grow through the love of God and our commitment to each other.

While professing the uniqueness of the Christian faith, we welcome all children regardless of their parents' belief.

We endeavour to offer a safe and stimulating learning environment where our children are happy and enjoy their learning.

### **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 a provision that is 'additional to or different' from that made generally for others the same age.

The SEN code of Practice 2014 also explains that Special Educational needs 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. Once the area or areas are identified, provision is made within the school targeted to support the individual need of the child. This may require the support of outside agencies.

We aim to provide every child with high quality teaching and this is monitored by the Senior Leadership Team. Every child's progress is continually assessed by his/her class teacher. Progress of all pupils in Reading, Writing and Maths is reviewed at least three times a year by the class teacher, subject leaders, SENCo, Inclusion Manager and Headteacher.

Children identified with SEN will usually have a SEN Support Plan (Individual Education 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. These are monitored and evaluated by the SENCo and interventions will be implemented as necessary.

### **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 and the child where appropriate. 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 these would benefit the child.

Parents are actively involved in the planning, target setting and reviewing of the progress of their child where supported with a SEN Support Plan or Education Health & Care Plan (EHCP).

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

As the child is at the centre of this process, their views and opinions are sought on a frequent basis where appropriate. They are invited to share information, discuss concerns and help with the planning of additional support. We listen to their views and endeavour to support their achievement aims.

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

We aim to provide high quality teaching for all pupils. The learning is differentiated to meet the specific needs of pupils in the class / group.

### How we provide additional support if your child has learning needs

If a child is identified as needing additional support with their learning, a number of strategies can be put in place. These include the use of additional adults to support individuals / groups of learners, additional resources to enable children to access learning and engagement with other professionals and outside agencies.

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

High standards of behaviour and conduct are expected in school at all times. In each class there are shared and displayed expectations about the rights and responsibilities of everyone in the class.

We make sure all staff know how to respond to difficult or challenging behaviour. In class, the teaching assistant may support targeted children to stay on task and focused on learning. In the playground, staff will involve targeted children in specific activities. Some children who find good behaviour a challenge may need additional help such as collecting points or other rewards which then lead to personalised rewards.

Where difficult situations have occurred, staff will talk calmly through the event with the child helping to identify what went wrong and what actions could be taken if a similar situation happens again.

Intervention/nurture groups are held. Where necessary support is given by a Common Assessment framework (CAF).

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

The school nurse visits school to carry out checks with children and to provide advice and training to staff. They may also assist in writing Health and Care plans for children. In school we have a medical area for use by children and adults who are hurt or unwell. Medicines are stored safely in the school office or staff room. Most staff are first aid trained, with some having specific paediatric first aid training. We are able to administer prescribed medicines to children as directed by a doctor.

Physiotherapists and Occupational Therapists provide specific advice and guidance for specific children when needed. They also provide training for staff. Teaching assistants follow up any recommendations by providing specific interventions to children for handwriting or fine motor skills either individually or in small groups. Tickhill St Mary's consists of a KS1 and a KS2 building separated by an outside teaching space. In KS1 all of the learning spaces are on one level so are accessible to all. It has some adaptations such as outside ramps and toilets with disabled and wheelchair access. The KS2 building is on two levels, it has adaptations such as indoor and outdoor ramps and toilets with disabled and wheelchair access.

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

The Emotional and Social development of every child is fostered through the ethos of the school. We implement the Social and Emotional Aspects of Learning (SEAL) programme across the school, as well as recommendations from the PSHE Association, to promote positive attitudes and well being.

Further interventions may be implemented as the needs of children are identified. Emotional well-being is supported by making sure that children who find "change" difficult are well prepared for any changes or transitions. When they are about to change class they may make their own transition passport to prepare them for the next class. To promote positive friendships, we may use 'circle time' or other strategies involving the whole class.

### **How we promote developing independence**

Starting in nursery, we promote independence by ensuring all children have a voice that can be heard and the provision in place to ensure they can do this in a safe environment.

Classroom resources are readily available and accessible in order to promote the independence of the children. By knowing the classroom layout and equipment children can source what they need when they need it.

Children are given responsibility in a number of ways both in the classroom and in the wider area of the school. Monitor jobs are given and there is a buddy system for Upper Key Stage Two children with the Foundation Stage Children. Throughout the entire school we nurture positive relationships and attitudes by promoting good manners and respect for others.

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

Through day to day teaching and learning, children are continually assessed and teachers' planning responds to this. For particular children more in depth assessments may be required. Some of these can be carried out in school and sometimes we ask external agencies to carry these out.

For those with identified Special Educational Needs regular meetings with class teachers, SENCo, parents and children take place in order to discuss and review any targets given. If a child is making positive progress, further targets can be set and reviewed at a later date. When targets are not met and more support is required, this can be given in the form of an Education Health Care Plan (EHC Plan) which is reviewed annually.

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

We ensure all school facilities are safe and welcoming by regularly checking and assessing the learning environments and making sure they are suitable for the children in our care. These can be adapted to suit different needs and abilities. Visual timetables are often displayed in classes in order to communicate with the children in an easy way what will happen throughout their day. We are flexible and allow our learning environments to be ever evolving to ensure all are catered for. We promote a positive and caring attitude throughout the school to ensure all children feel safe and well cared for

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

We aim to provide an accessible curriculum for all pupils, regardless of their individual needs. We employ a range of strategies and resources to enable this to happen, alongside high quality teaching for all pupils.

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

Class teachers know the profile of their class and the individual needs of the children. Learning activities are planned to match these.

The environment is stimulating, supportive and well resourced. Displays provide prompts and reminders to encourage children to learn and achieve independently.

Each class has a teacher and access to a teaching assistant. If children have a Statement of Special Educational Need or an Education, Health and Care Plan, there may be additional teaching assistance so that specialised support is available.

Classes are well resourced and for children with additional needs, specialised equipment can be arranged.

We will ensure that all staff know and understand the needs of all pupils.

All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

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

We actively engage with other professionals and outside agencies including:

- Educational Psychology Service
- Social Care
- Support services for pupils with Visual Impairment, Hearing Impairment, Physical Impairment, Autistic Spectrum Disorder etc.
- Parent Partnership Service
- Outreach Support from Special Schools
- School Nursing Service
- Child Epilepsy Nurses
- Child Diabetic Nurses
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Services
- Rossington Children's Centre

### How we prepare children to join our school

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

#### How we prepare children to move on from our school

Contact will be made by the SENCo who will 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 SENCos of the receiving Secondary schools. Information / Support Plans (SSPs) will be shared and discussed.
- Some children are involved in making a passport to take to their new class, to explain about them and their needs.
- If the child has an EHC Plan, the SENCo from the child's preferred secondary school will be invited to the Annual Review Meetings in Year 5 and Year 6.
- Transition opportunities will be provided for all pupils on the 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 SEN

All of our staff is highly trained and we aim to meet all needs. We deploy staff as necessary to meet additional needs.

Where needs cannot be met, we act upon the advice from outside agencies such as the Educational Psychologist, Speech and Language Therapy and the School Nurse.

#### Contacts for more information

**Head teacher / Prinicpal:** Mrs J Sanderson

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**SEND Policies and SEN Information Report link(s):**

<http://www.tickhillstmarys.co.uk/policies/>