

Travis St Lawrence Church of England Primary School

Brief description of the school

Travis St Lawrence school is a 3-11 voluntary aided Church of England Primary school. It is an inclusive school where all children are valued and the Staff and Governors are committed to the provision of high quality educational opportunities for all regardless of race, gender and disability.

Our Mission Statement

Travis St Lawrence School: A place with God at the centre, where children thrive and the whole community works together to ensure every child achieves their full potential in a happy, safe, innovative Christian learning environment

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

All our children's needs are identified and met as early as possible through:

- 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
- reviewing the progress and attainment of all pupils every half term with the Senior Leadership Team, at which time, provision may be adjusted to meet identified needs
- 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

Where children are underachieving and/or identified as having high incidence (low need) our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children. Targets are set and a process of Assess, Plan, Do and Review begins.

- teachers differentiate learning activities as part of quality first teaching
- preparation for new learning experiences and vocabulary development
- low level, short term, evidence based intervention programmes such as Direct Phonics
- targeted additional adult group and, where appropriate, individual support
- Fine and Gross Motor control support groups
- bilingual support/access to materials in translation
- differentiation of curriculum resources

If a child continues to have difficulty after intervention or has a high level of difficulty when they join us, they may be considered to have special educational needs (SEN) and are placed on the SEN register.

Class teachers will liaise with the SENCO and other advisory agencies including the Educational Psychology Service to assess a child to identify their strengths, needs

and the extra help they require. If they need extra help or different support from most children of their age, they will be placed on the SEN register under the category 'additional SEN Support'. Staff will work with external agencies, parents and the child to put together an SEN Support plan that shows the provision that a child will receive in school with clear targets, support strategies and the planned outcomes of the support.

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

Parents have the opportunity to meet formally with their child's class teacher on three occasions throughout the year during Parents Evenings. Children's progress is discussed and next steps are identified.

If a child has an additional need and an SEN Support plan is in place this is reviewed with the class teacher and or SENCO, parent and child each term to ensure the support put in place is meeting the needs of the child and is enabling him/her to make progress.

Parents of children who have Statements or Education Health and Care Plans meet termly to review Statement Support Plans. They also take part in an annual review of their child's statement or EHC Plan.

Parents have an opportunity to engage with school through Parent Forum, Parent Drop-ins and questionnaires.

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

All children are encouraged to express their views about their strengths needs and difficulties in an age appropriate way in their One page Profile.

Other times include

- Talking with the class teacher/LSA
- Talking with parents and teachers at review meetings if appropriate
- By sharing in the planning for their child centred annual review
- By attending their child centred annual review

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

- staff undertake the process of assess, plan, do, review
- teachers differentiate learning activities and curriculum resources
- **SMART** target setting
- targeted additional group and, where appropriate, individual support
- liaison with outside agencies for advice and further assessment such as Educational Psychologists, ASCETs team

How we provide additional support if your child has learning needs

- Pre teach preparation for new learning experiences and vocabulary development
- Small group support or one to one support as appropriate
- Liaison with the Educational Psychologist for advice

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

- Advice from the Educational Psychologist and the ASCETs team
- Pastoral Support, friendship and support groups
- Nurture Groups
- One to one support as deemed necessary
- Support from a specialist trained LSA

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

- Advice and liaison can be sought from the schools therapy team and a therapy program put in place
- Liaison with Services for children with Visual Impairment or Hearing Impairment
- Small group support or one to one support as deemed necessary
- Access to the sensory room
- In the case of a child with medical needs a medical support plan is put in place to ensure medication and specific needs are managed successfully

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

- Social Emotional Aspects of Learning (SEAL) can be personalised
- Pastoral Support, friendship and support groups
- Nurture Groups
- Liaison with the school nurse and other health agencies

How we promote developing independence

Support is provided to help children with additional needs, however the long term goal is always to develop a child's independence so that they do not have to rely on support to be successful. In working with and supporting children, staff at Travis aim to equip children with the skills and strategies to be independent. They may do this by

- Posing questions to children to encourage thinking
- Prompt verbally or visually
- Practice literacy, numeracy and social skills in small groups
- Provide reassurance and encouragement
- Allow children with SEND opportunities to be independent
- Observe and assess further, children's needs during independent times
- Evaluate and review the support that they provide regularly

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

- ongoing assessment of progress against targets and expected outcomes
- child and parental questionnaires and conversations
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with Education Welfare Officer (EWO) where appropriate

- regular meetings about children's progress between teachers, SENCO and the head teacher
- SEN Support Plans are reviewed termly at SEN review meetings
- Reviews of support for children with Statements or Education, Health and Care Plans take place annually

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

- We aim to ensure our school is a welcoming place that understands and responds effectively to children and adults with disabilities
- We continually review the environment of the school, the way we plan, prepare and deliver the curriculum and the information we provide for children so that we can improve the access for both individuals and groups
- We work to promote an atmosphere where children feel safe and valued

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

Children with SEND are integrated into the life of the school, hold positions of responsibility, represent the school in productions and participate in visits out of school.

Children requiring additional SEND support on an educational visit are identified in the planning process when drawing up a risk assessment. The school will seek to ensure that all children with SEND participate in educational visits.

All children, with or without a SEND, are encouraged to take part in the school sports day, irrespective of skill or level of impairment.

All children with SEND have access to extra-curricular activities

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

To ensure our staff have the skills and knowledge to support children with SEN there is a programme of on-going training. Recent training has included

- Autism Awareness
- Sensory Processing Disorders
- Behaviour Emotional and Social Difficulties Awareness
- Team Teach Strategies
- Developing Memory Skills

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

School works closely with outside agencies and seeks professional advice from

- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologists
- Support Service for Education of Children with Autistic Spectrum Disorder
- Health Professionals
- Visual/Hearing Impairment teachers

How we prepare children to join our school

Every effort is made to plan in advance for times of transition as we recognise this can be an anxious time for both the pupil and their family. Strategies include

- Liaison with home or Early years setting/Private day care setting
- Liaison with current school and a staff visit
- Opportunities for the child to visit Travis with parents and or Learning Support Assistant
- Use of a transition book
- Buddy or Mentoring activities

How we prepare children to move on from our school

We liaise with the receiving school to share current practice with regard to a child with SEN

- Put in place a transition plan
- Arrange transition visits accompanied by a LSA
- Create and use transition books

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

The Head and SENCO meet to discuss the needs of the children with SEND and plan the deployment of Learning Support Assistants based on the needs of the children.

The SENCO meets with the Educational Psychologist on a termly basis to plan for involvement of Educational Psychology Services.

Resources are also used to ensure staff have up to date training and knowledge with regard to SEN and to ensure interventions run smoothly.

Contacts for more information

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Chair of Governing Body: Mr Ralph Silvester

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SEND Policies and SEN Information Report link(s):