

Name of School: Town Field Primary School

SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The information set out below will be added to Doncaster LA's Local Offer site located under Education (Schools). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.

All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4).

Schools have additional duties under the Regulations to provide more detailed information in their SEN Policy, SEN Information Report and how the school meets the duties of the Equality Act 2010.

Brief description of the school

(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)

Town Field Primary School is a highly effective learning community. We are proud to be regarded as the centre of the community and a popular choice of school for parents leading to oversubscribed numbers each year. Children are positively encouraged to take responsibility for their learning through the school's own unique approach to personal development through the Town Field 10 skills for life and learning which permeate all aspects of the school's work. Town Field Primary School is a large and lively, culturally diverse school close to the centre of Doncaster. It caters for approx 460 pupils aged 3-11, including provision for 52 pupils in FS1. The school is proud of its high standards, inclusive ethos and of its commitment to meeting the needs of all its pupils. Our central aim is to enable all children and staff to achieve their full potential. Our commitment to Inclusive practice has been recognised our school being the first in the Doncaster to achieve the Autism Award.

Distinct features of our school:

- The school actively celebrates its rich diversity both culturally and socially. There are 42 first languages spoken by children in school . Approx 53% of children have English as an additional language. In our current F1 there are around 78% children with EAL.
- 14% of children are in receipt of Free School Meals and approximately 70% of children in school are considered to have some barrier to learning relating either

to language, special educational needs, social deprivation or safeguarding issues

- The school uses its pupil premium highly effectively to target and support identified children and groups with evidence of positive outcomes. The school's new and innovative enrichment centre provides pastoral support and enrichment provision. Although in its early stages of development, this is already proving to have a significant impact on children's personal, social, emotional development, behaviour, attitudes to learning and attendance.
- The Town Field 10 skills for life and learning provide children with a framework to develop lifelong learning skills and ensure that they are well prepared and equipped for their next stage in their education. The TF10 skills are fully embedded within all aspects of the school's work and frequently referred to by staff, pupils and parents. This aspect of the school enabled us to achieve the National Certificate for Enterprise Education in 2012 and the school is currently working with other local schools to develop a similar approach to personal development.
- The school's creative curriculum and approach to cross curricular planning, is considered to be exemplary. The school is a leading training hub for South Yorkshire, sharing its outstanding practice and supporting curriculum development in other schools. Interactive learning projects allow teachers to develop innovative and creative approaches to enhancing learning.
- The school community comprises of children and families from a wide range of social contexts. The Index of Multiple Deprivation score for the school is 41.48, the national average being 21.67 and LA average 31.63. 52% of our children come in the bottom 10% of deprivation measures nationally (band E). Consequently, a high percentage of children have some additional barriers to learning

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

The identification children with SEND or that may need additional support in some areas is a very rigorous and transparent process. This process will involve:

- Discussions with the child's class teacher based on teacher assessments and knowledge of the child
- Discussions with child
- Discussions with parents
- Observations by the SENCOs
- Professionals meetings in which all agencies involved with the child will be invited to set clear learning outcomes with strategies for a 12week period- Assess, Plan, do, review
- Outcomes will be reviewed and further outcomes set, if it is felt by the school or parents that additional support or identification is needed then providing we have evidence this route will be followed. This route may involve a request for statutory assessment from the Local Authority

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

school developments
<p>Parents are involved in meeting the needs of their child and in whole school developments through:</p> <ul style="list-style-type: none">• Open door policy parents can discuss any concerns they have regarding their child with their child's class teacher or the SENCOs.• Children with an identified SEND will be involved in termly review meetings in which their child's progress is discussed in detail and parents are encouraged to play an active role in these meetings.• Parents regularly receive updated copies of their child's support plan and one page profile to ensure they are aware of the outcomes their child is working towards.• Parent's feedback and opinions are regularly sought through discussions and more formal feedback and questionnaires.• Parents are written to regarding significant changes to SEND locally and nationally, informing them of the changes.• Parental workshops around specific areas of need will be offered.• Parents are sent all information regarding groups/courses/support they may find useful.• Parents are invited into school regularly to celebrate their child's successes.
How we will involve your child in the planning and review of their support
<p>Children are an integral part of the planning and reviewing process their voice is heard through:</p> <ul style="list-style-type: none">• Pupil interviews and questionnaires• One Page Profiles• Attendance at SEND support plan review meetings• Use of child friendly language in documents and in meetings where children are present
How we match the curriculum, teaching and learning approaches if your child has SEN
<p>At Town Field the Social model of Inclusion is strongly adhered to by all our staff and pupils and our teachers are skilled at adapting teaching to meet the diverse range of needs in each class.</p> <ul style="list-style-type: none">• Careful observation and collation of a range of evidence including comprehensive transition plans ensure that teachers and support staff have a really clear understanding of how a particular child learns, what their barriers to learning maybe and allows them to implement a personalised curriculum where appropriate to meet the needs of all our pupils successfully. □• 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.• We have high expectations for all our pupils, for some children, including those with special educational needs or a disability, this may require that, for example:

- Teaching and learning approaches for children with SEND may include:
- Targeted 1:1 work focusing on a particular learning outcome
- Spaces for children have reflection time
- Small group sessions
- Emotional literacy/nurture sessions
- However, our teachers will adapt teaching and learning to match the specific needs of the child, these approaches will be regularly assessed and reviewed.

How we provide additional support if your child has learning needs

- Ensuring Quality first teaching- small steps, key concepts revisited and reused, pre teaching, and opportunities to present learning in a range of ways.
- SEND support plan created with clear learning outcomes and strategies- close tracking
- Liaison with home regarding additional work they may do with the child as a result of closely targeted support.

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

- Use of Makaton signs and symbols throughout EYFS and used in Key Stages 1 and 2 where children require this as a means of communication.
- Use of picture prompts within all curriculum areas- including the development of language mats which will not only support children with SLCN but also out EAL learners.
- Regular liaison and involvement with colleagues in Speech and Language and our ASC specialist teachers who will train, advise and support where appropriate.
- Use of social stories
- Intervention groups focussing specifically of the development of social skills and communication run throughout school to include; nurture groups, speech and language groups, social skills groups and lego therapy.
- As school we are passionate about the promotion of oracy and this is a whole school priority
- The 'Thrive' approach is fully embedded throughout school to further support our children with social and communication needs.
- Use of specialist technology to support children in recording their ideas and making their meaning understood.

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

- Detailed care plan- shared with all involved
- Planned opportunities for developing children's independence
- Seek advice from external professionals
- Planned opportunities for children to develop their self-confidence and social interaction skills
- Therapeutic interventions

- Environment adaptations where appropriate

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

As part of our Thrive team we have trained support staff who provide regular support for individual children who need guidance in developing social skills or dealing with issues that may be affect their well-being and behaviour. This year a teacher is studying a Masters in Social, Emotional and Behavioural Difficulties and she is working closely with identified children.

- As a school we adhere to the principles of Thrive and this approach provides extensive and precisely targeted support for our children and young people that need support with social and emotional development.
- Access to music, Thrive, singing, forest school and physical activities which are planned for the whole school as part of our Welcome to the Week.
- Lunchtime and playtime support
- Sensory room
- Access to the Thrive Centre where children have to opportunity to take part in a range of activities to develop their social and emotional well-being these may include; yoga, sewing, gardening, DIY, dance and art. In addition specific nurture groups are delivered for children requiring more specialised support.
- Access to rainbows intervention
- Delivery of the 'Roots of Empathy' program in specific year groups where a need has been identified.
- Staff trained in attachment – Level 2
- Regular support from our EP service
- Clear rewards and sanctions- Class dojo's
- Achievement assemblies
- Personalised timetables
- Regular parental contact

How we promote developing independence

- Emphasis on Town Field10- Skills for Life and Learning embedded throughout school
- Enterprise 5- Skills in which equip children for life
- Children encouraged throughout school to have their own voice - Student council
- Eco School Council
- Town Field University modules including food technology, computing, languages, design.

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

All children identified by the school as having SEND have a SEND support plan which is reviewed on a termly basis at a meeting in which all stakeholders are invited.

Children's short term targets are reviewed by all including the child and outcomes are set for the next 12 weeks. (Plan, do, assess, review planning cycle). Progress towards these outcomes are measured in many evidence based ways as identified on the support plan these may include samples of work, curriculum level or behaviour logs. Each measure is personalised and matched to that child's specific needs.

During this meeting longer term targets are also reviewed.

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

Please see our school inclusion Policy and Access Policy for further information.

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

- High expectations of all learners and inclusive ethos permeates through school.
- Shared knowledge and understanding of learners needs by all adults and children
- Peer and adult support
- Differentiation of activities
- Use of specific equipment
- Use of additional time
- Involvement of specialist agencies where appropriate

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

(basic awareness of SEN, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)

- SENCOs attends SENCO network meeting for regional and national updates
- The SENCO's are Specialist leaders of Education and have the opportunity to work closely with colleagues to develop their own and others practice.
- The SENCOs are supported by a class teacher currently studying a Masters in Social, Emotional and Behavioural Difficulties.
- The Inclusion team – including behaviour lead, SENCOs, parent support advisor and Thrive practitioners meet on a regular basis.
- All school staff are offered training related to their current skills and needs this may involve specialists delivering training, visits to other schools or training courses delivered externally

School also seek and advice and support of specialist agencies such as Educational Psychologists, Speech and Language Therapists, School Nurses etc. where necessary.

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

We regularly seek support from external agencies in order to assist the school in meeting the needs of children and their families. Examples of some of the external

provision we may request the support of are detailed below:

- Education Psychology Service
- Sensory Service for children with visual or hearing needs
- School Nursing service
- Occupational Therapy
- Children's Centres
- Outreach support from Special School or Pupil Learning Centres
- CAMHs- support worker visits school on a half termly basis
- Physiotherapy
- Autism Outreach service

How we prepare children to join our school

Effective and robust transition arrangements are made for children moving between phases of education.

As part of our Early Years transition we;

- Visit children and parents in their home, meet and discuss achievements additional visits are allocated for more vulnerable families or families where children may have some additional needs.
- Encourage parents to complete transition booklets
- Visit PVI settings where children are in attendance
- Work closely with outside agencies such as Speech and Language therapists and local Children's Centres.
- Offer children opportunities to visit our setting prior to starting with parents during 'stay and play sessions'
- Hold induction meetings
- Gradual transition in FS1 which allows parents to stay with children for part of the first week.

How we prepare children to move on from our school

To support children with SEND in their transition to Key Stage 3 we; begin discussions around secondary provision as part of our annual review in Year 5 (we invite representatives from the secondary school to attend our Year 5 annual review and involve specialist professionals in supporting this transition to work around specific areas such as travel. We arrange additional visits to the Secondary School where members of our school staff accompany children and also invite members of the child's future school into our school to work alongside the child in a familiar environment.

We support transition from year group to year group by holding transition meetings with all professionals involved with the child, the child, their parents, SENCo and current and perspective class teachers to ensure all relevant information is shared. We create transition booklets with photographs of key people and key information in for children to use over the summer. SEND support plans and one page profiles are shared and any other plans such as medical or intimate care plans will be shared with the new class teacher.

How we deploy our resources to meet the needs of children with SEND
Contacts for more information
Contacts for more information Head teacher/ Principal: Helena Honeybone Chair of Governing Body: J Johnson Address: Thorne Road, Doncaster Telephone: 01302 368192 Email: admin@townfield.doncaster.sch.uk Website: http://www.townfield.doncaster.sch.uk SEND Policies and SEN Information Report link(s):

Please note:

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Please return this proforma to Families Information Service, by email to fis@doncaster.gov.uk

If you have any queries, please contact Darren Dickinson 01302 735978.

Thank you.