

**New Pastures Primary School
Mexborough**

Venn Academy



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

Covid statement

Due to the Covid 19 Pandemic the majority of meetings will be via telephone conversations or Microsoft Teams internet meetings. Only if the meeting requires a face to face meeting e.g. an initial SEN support plan will this take place in school. When this happens parents and professionals will be asked to use the sanitizer when entering the building and be seated 2 metres apart.

Brief description of the school

New Pastures Primary School joined the Venn Academy in September 2021. We are a county primary, co-educational school across 2 sites that caters for children aged between 3 and 11 years. The school currently has 242 pupils in the main school and 35 pupils in the Nursery.

The lower site was originally built as a board school in 1876 and over the past few years has been subject to modernisation, renovation and extension to meet the needs of today's learners. The school is a bright, airy and stimulating environment filled with warmth left behind by the years of previous pupils who were educated in our school. There are 6 teaching areas, 5 which are used as dedicated classroom bases, the other is a shared activity and intervention space between the Foundation stage and Key stage 1. We also have a library and outdoor unit which are used for intervention groups.

The upper site was first opened in 1896. There are 5 class bases teaching areas on site, a school library, a breakfast club room, a computer area and an outdoor unit which is used for parent workshops, a reading shed and intervention groups.

At New Pastures Primary School our vision is for our children to be well educated through a rich and varied curriculum, becoming self-motivated, confident learners who have a desire to achieve more each day.

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

At New Pastures Primary School children are identified as having SEN through a variety of ways including the following;

- Liaison with parents/carers prior to the child starting school

- Liaison with other settings prior to the child transferring to our school
- Daily assessment of learning in class (a child may also express their concerns in a particular subject)
- Termly reviews of child's attainment and progress which indicates if the child is performing below age related expectations
- Concerns raised by parents
- Concerns raised by adults in school, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies
- Health diagnosis through a paediatrician.

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

- We usually have an open door policy where parents and carers are welcome to make an appointment to meet with either the class teacher, SENCo or head teacher to discuss how your child is getting on. We can also offer advice and practical ways that you can help your child at home. Due to the Covid 19 restrictions these discussions will take place either on our Dojo messaging service or by telephone conversation.
- We believe that your child's education should be a partnership between parents and teachers, therefore, we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEN register they will have a plan which will have individual targets. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that your child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have an Educational Health care plan (EHCP), which means that a formal meeting will take place to discuss your child's achievement and a report will be written.
- Parents are actively involved with meeting the needs of their children. Parents support their child's learning following their personal targets in their SEN support plan and review these targets termly with the class teacher. This close working relationship with parents ensures all stakeholders are working towards a common goal with high expectations for the children.
- In the Foundation stage, parents are involved in the assessment of their children via the Proud Parents boards in each classroom. Parents complete the 'proud parent' slip to identify their child's achievements at home and what they are proud of in their school work.
- Parents are also given questionnaires or comments sheets to complete after information meetings and parent conferences. All comments are most welcome.

<p>How we will involve your child in the planning and review of their support</p>
<ul style="list-style-type: none"> All children with an SEN support plan at New Pastures Primary have personal outcomes as part of their plan; they contribute towards this plan through the pupil 'One page profile'. When the child is able to attend the meetings (this is personal to the child), they are invited and are involved in reviewing the previous outcomes and setting new outcomes.
<p>How we match the curriculum, teaching and learning approaches if your child has SEN</p>
<ul style="list-style-type: none"> The class teacher will plan and assess your child's learning and work with each child with SEND in class to ensure that progress is made. Different learning approaches that need to be made are discussed and agreed between the teacher and Senco. If a child is not responding to the learning approaches agreed by the teacher and Senco, then the Senco will seek professional advice from outside agencies e.g. Ascets team for an additional or a different approach.
<p>How we provide additional support if your child has learning needs</p>
<ul style="list-style-type: none"> The class teacher or Teaching Assistant (TA) will work with your child either individually or as part of a group in class during the day. Additional intervention sessions as appropriate may also take place. The regularity of these sessions will be explained to parents during the SEN support plan meeting. If required, additional support from various outside agencies who are professionals in their field will be sought, for example Speech therapists, Occupational therapist, Physiotherapists, visual and hearing impairment teams.
<p>How we provide additional support if your child has social and communication needs</p>
<ul style="list-style-type: none"> We work closely with the Paediatricians, Educational Psychologist, Speech therapists and the Autism team. We always seek and follow their advice and guidance. Support in class is decided upon on an individual basis after observations and assessments to identify the child's needs. Approaches we have taken in the past include; use of Makaton, visual timetables, now and next choice boards, star time, lego therapy, small group activities, individual activities, special educational needs (SEN) support plans.
<p>How we provide additional support if your child has physical, sensory and/or medical needs</p>
<ul style="list-style-type: none"> After discussions, during transition meetings, with parents and other relevant professionals a support plan will be put in place on an individual basis. The school has a policy regarding the administration and managing of medicines on the school site. Parents should contact the office manager if medication is recommended by Health Professionals to be taken during the school day. A

medical consent and administration form should then be completed by the parents and staff in school.

- As a staff we have regular first aid training and updates of conditions and medication affecting children so that the vast majority of staff are able to manage medical situations.
- We also have a defibrillator on our Infant site in case of serious medical emergencies.

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

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore, this would be the parents' first point of contact. We follow a 'Nurture approach' to support the children within the class if appropriate.
- If further support is required the class teacher liaises with the head teacher or SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services as well as Early help and Camhs.
- Support in school is available for children suffering from separation or loss in our Sunbeams/Rainbows support group which is facilitated by one of our trained support staff.

How we promote developing independence

- Here at New Pastures Primary we put a high priority on developing independence. This begins in the Foundation 1 with activities such as: self-registration, choosing their own activities in plan-do-review, putting their own coat on and off and washing their hands properly after using the toilet.
- In Foundation 2 the children are taught how to dress and undress themselves for P.E. They choose their own snack at playtime and are given jobs such as taking the register to the office.
- Children continue to be encouraged to be independent and active learners through school using the Reflect Ed approach to assessing their own learning.
- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children have personal targets to which they contribute and are involved in reviewing and setting next steps.
- Subject leaders involve children in discussions about particular subjects in school, what they like about these subjects and how they could be improved.

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

- As a school we measure children's achievement in learning against National age related expectations.
- Children who are not making expected progress are identified through daily assessment for learning in class as well as termly pupil progress meetings which take place between the class teachers, deputy head teacher and head teacher. In these meetings a discussion takes place regarding all individual children and what further support and challenge can be given to aid their progress.
- Any child may receive extra challenge or support at the point of their need but this does not always mean they will require an additional personal plan.
- When the child's plan is reviewed comments are made against each target to show the progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does makes progress. Children with an SEN support plan will follow the Assess, Plan –do-review cycle which will be reviewed at least each term.

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

- If we are made aware that a child will be starting our school who needs support to access our environment then meetings are arranged between the family, other professional agencies who are already supporting the child and school. At these meeting we discuss adaptations that can be made to ensure the child is safe and welcomed into our school.

Some adaptations that have already been made are as follows;

- We purchased hand dryers for the children's toilets in Key Stage 1; unfortunately the noise upset one of our SEN children so the dryers were switched off. This is continually reviewed.
- We have fitted a security system to all the external doors on both sites so they cannot be opened without a special fob; which all staff carry. This is to keep the children safe and secure in school.
- A disabled access toilet was built in the Nursery so we now have disabled access to toilets on both sites.
- Brightly coloured strips have been added to the steps leading up to the hall on both our sites. This is to help a child with poor sight to be able to access the hall with more ease.

<ul style="list-style-type: none"> • A slope has been added to class two, our second reception class, to enable easy access for the outdoor environment for wheel chair uses.
<p>How we include children with SEND in the life of our school</p>
<ul style="list-style-type: none"> • All children are valued at New Pastures Primary School for their special uniqueness. • Children with SEND are encouraged and supported to be a part of all school life. This includes their time in school, in after school clubs and on school trips.
<p>How we ensure that all our staff are trained and supported to meet a wide range of children's needs</p>
<ul style="list-style-type: none"> • Our SENCo has a Post Graduate Certificate in SEN. • Our teaching assistants have had training on delivering intervention sessions including lego therapy • Staff have had training in working with autistic children • All staff have had training in 'Team teach', which mainly focusses on de-escalation techniques.
<p>External support and expertise we can call upon to help us to meet children's needs</p>
<p>SEND team, Educational Psychologists, Speech therapy, Physiotherapy, Occupational therapy, Visual and hearing impairment team, Behavioural units, Ascets team, Paediatricians, School nursing team, Early help team, GP's, Emtas (additional languages and traveller support), Children's centre, Health visitors.</p>
<p>How we prepare children to join our school</p>
<ul style="list-style-type: none"> • We encourage all new children to visit our school prior to starting when they will meet some children in their class and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school, if this can be arranged. • We make transition booklets with the children if transition is potentially going to be difficult. The booklets have photographs of the child with their new teacher and Classroom support assistant. The booklet will also show relevant parts of the school the child will be new to e.g. the toilets, dinner hall and playground.
<p>How we prepare children to move on from our school</p>
<ul style="list-style-type: none"> • When children are preparing to leave us for a new school or moving to Key Stage 2 at the upper site, we arrange visits. • In our school we have a transition morning at the end of the school year so that the children can meet their new teacher and class. Children with SEN and those who struggle with change are given extra transition session. • Children who are transitioning to the Secondary school begin transition at the beginning of the previous year with meetings arranged by the two Senco's. • We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

- Transition booklets are also made with the child if transition is potentially going to be difficult. The booklet will have photographs showing their new teacher and photographs the child has taken themselves during extra visits with the classroom assistant. The child will then work on the booklet with the classroom assistant adding their own comments of what they feel is relevant, to remind them of the school and classroom over the Summer holidays to alleviate stress and anxiety.

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

- We ensure that all children, who have SEN, have their needs met to the best of the school's ability with the funds available.
- Children with an EHCP (Educational health care plan) have the deployment of funds set out in their individual plan.
- EIA (Early years intervention allowance) if applied for and awarded is to allow an extra adult in the class to provide additional support.
- We have a team of teaching assistants who are partly funded from the SEN budget and deliver small group learning in class or individual intervention programmes designed to accurately meet the needs of individual children.
- The budget is allocated on a needs basis.

Contacts for more information

Senco – Mrs Joanie Haycock

Head teacher/ Principal: Mrs P Belnavis

Chair of Governing Body: Mrs K French

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Lower site – Foundation Stage and Infants– Option 1

Upper site- Juniors – Option 2

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Website: <https://www.newpasturesprimary.org.uk>

Local offer website <http://www.doncaster.gov.uk/services/schools/local-offer-send>
SEND Policies and SEN Information Report link(s):