

# SEN INFORMATION REPORT

Name of School: New Pastures Primary School Mexborough

Venn Academy

Date of Report: September 2021

<p style="text-align: center;"><b>The kinds of special educational needs that are provided for in school</b></p>
<p>New Pastures Primary school from September 2021 became a part of the Venn academy family of schools.</p> <p>The Venn Academy, staff and governors of New Pastures Primary School value the abilities and achievements of all its pupils. They are committed to providing all pupils every opportunity to achieve the highest standards within the best possible environment for learning. We recognise that many pupils will have a special need at some time during their school life, particularly during these unprecedented times living with the treat of Covid 19 and the changes to school and home life.</p> <p>We aim to support our pupils to overcome their difficulties as unique individuals under the guidelines of our SEN Policy.</p> <p>We are able to support and cater for pupils with a variety of needs.</p> <p>At present we are supporting children who have difficulties with;</p> <ul style="list-style-type: none"><li>• Speech, language and communication</li><li>• Visual impairment</li><li>• Moderate learning difficulties</li><li>• Emotional and mental health</li><li>• Autism spectrum disorder</li><li>• ADHD</li></ul>
<p style="text-align: center;"><b>The name and contact details of the SENCO and further contacts where parents/ carers may have concerns</b></p>
<p>Head teacher- Mrs Pam Belnavis SENCo- Mrs Joanie Haycock (lower site) Inclusion manager –Mrs Ann Eager (upper site) Please contact via the school office- 01709 583271</p>

## **Policies for identifying children and young people with SEN and assessing their needs**

- Inclusion Policy
- Special Educational Needs and Disabilities Policy
- Child Protection Policy
- Disability Equality Policy including Accessibility Plan
- Administering medication Policy
- Behaviour Policy
- Anti-bullying Policy
- Teaching and learning Policy
- Admissions Policy
- Accessibility Policy

## **Arrangements for consulting parents of children with SEN and involving them in their child's education**

- During this time of Covid restrictions meetings with parent are kept to essential meeting only. The initial meeting can be a difficult time for parents to find out that their child needs extra support, therefore this meeting is deemed essential and with agreement from both parties the meeting will be held in a large well ventilated room with the attendees socially distanced. If parents do not want to enter the building a telephone meeting or online TEAMS meeting will be arranged.

Review meetings will not take place in school, parents will be sent the review of the previous outcomes and the proposed new plan. Parents will be asked for their comments to the plan and any additional information e.g. how the child is at home and details of any medical appointments they have had or will be having. A telephone meeting or TEAMS meeting can also be arranged if needed.

- Mrs Haycock, the SENCo, meets with all parents of children with SEND and the class teacher to compile a joint SEN support plan. The Plan also includes any relevant background information that the parent's think is pertinent to ensure that the Support plan is personal to their child.
- Class teachers then take up the actions of the Support plan contacting parents each term to review the actions and create an updated support plan.

- Parents may also ask to meet with the class teacher and or SENCo. This can be arranged with the teacher and SENCo or via the office. The meeting will adhering to Covid guidelines.

**Arrangements for consulting young people with SEND and involving them in their education**

The SEN support plan is shared with the child, if appropriate, depending on each individual child. The plan is reviewed termly and targets set with the child. All children with SEN complete a one page profile every year, which shows their feelings and wishes, this is added to the support plan.

**Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review**

The assessing and reviewing of the children's progress is part of the SEN support plans Plan-do and review cycle, which happen termly.

**Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society**

The information below is what we intent will happen but, we will follow the Government advise at the time re: covid restrictions.

- When children are preparing to leave us for a new school, or moving from Key Stage 1 (lower site) to Key Stage 2 (upper site), we put a transition programme in place. First of all teachers from the new school or Key Stage 2 visit the children in their own class to get to know them in surroundings which are most comfortable for the children. The next phase of the transition is for the pupils to visit their new class/school with their own teacher, starting with attending an assembly and joining the older school children for play time. Children transferring to the upper school spend a full morning in their new class.
- There are various transition events which take place throughout the year to support year 6 pupils with the transition to secondary school (usually Mexborough or Swinton Academy). These start in year 5 with regular meetings throughout year 6. Children with SEN have additional visits

arranged by the two Senco's and parents. The number of additional visits is dependent on the child and their needs. Some of these extra visits are with the parent and some with a school teaching assistant, again this is different for each child and so is arranged during SEN support plan meetings.

- In New Pastures Primary School, for transition from class to class, teachers will visit their new children in the children's own class on a regular basis. In July a special transition morning is arranged for each class of children to move to their new class so that they have some experience of their new class surroundings and are not worrying through the summer holidays. This date is usually set by the local comprehensive school, The Laurel academy, so that all children move up to their new class on the same day.

- Transition from Nursery to Reception is more gradual as the children are very young. During the last week of Summer 1, the Nursery children join the Reception children in the main playground for play time. They then join the main school at least once a week for playtime until the end of the school year.

They also have a tour of the main school and then visit regularly in preparation for transition. The Nursery children also visit their new classroom and have snack in the dinner hall on several occasions before the main school transition day. The Reception class teacher also visit the Nursery class on several occasions.

- When children with Special educational needs are transferring from a different setting they are visited in the setting by their new teacher or the SENCo. The SENCo will also attend their SEN support plan meeting in the last term.
- 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. This book is then sent home to help them to adapt to their new environment and teacher over the Summer break.

### **Approach to teaching children and young people with SEN**

- Use of the 'Social model of disability' with the child at the centre of the process and all adults involved with the child have access to and are involved with their SEN support plan.

- 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.
- The new school behaviour policy is very child friendly with only three rules, which are easy for all children to remember and follow;
  - To be in the right place at the right time.
  - To say the right thing in the right way.
  - To do the right thing in the right way.

#### Policy in practice

A traffic light system is used in every classroom as a visual tool to indicate level of behaviour for each child. Everyone starts on green. If a pupil is behaving well (following the school rules and code of conduct) their name will be displayed on the green board. Amber - Repeated offence of inappropriate behaviour. Red - Repeated offences of inappropriate behaviour -Inappropriate language (depending on severity and context) - Causing physical harm to others.

#### **How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN**

- The school Provision map identifies the intervention groups being carried out in each class, showing the adult support, the intended learning outcomes and an evaluation of progress made at the end of each term.
- Differentiated planning in order that all SEN children have access to the curriculum.
- Personalised learning for children with SEN set out in their SEN support plan.
- Recently we purchased hand dryers for the children's toilets; unfortunately the noise upsets some of our children who have Autism so the dryers are switched off at the first sight of them causing distress.
- We have fitted a security system to all the external doors 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 is now in the Nursery on the lower site. Both school sites now have disabled access to a toilet.
- We have acquired additional prefab building on the upper and lower sites to use for small group and Nurture type activity groups as well as parent support sessions.- Not in use during Covid restrictions due to cross contamination of mixing class bubbles.
- Brightly coloured strips have been added to the steps leading to the hall at our lower and upper site. This is to help a child with poor sight to be able to access the hall with more ease.

### **The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured**

- Our SENCo has the Post Graduate Certificate in SEN.
- Our teaching assistants have had training on delivering intervention sessions i.e. Precision teaching, Star time, Lego therapy and Ealip
- Staff are trained in Team Teach techniques.
- Most of our staff are First aid trained with the Foundation staff being trained in Paediatric First aid.
- The following outside agencies support the school , these are contacted on an individual case basis;  
SEND team, Educational Psychologists, Speech therapy, Physiotherapy, Occupational therapy, Visual and hearing impairment team, Boss Behavioural outreach team, ASD team, Paediatricians, School nursing team, Early help team, Pafss support workers, GP's, Emtas (additional languages and traveller support), Children's centre, Health visitors.

### **Evaluating the effectiveness of the provision made for children and young people with SEN**

- The SEN Support plans follow a termly cycle of Plan-Do-Review with meeting between the class teacher and parents.
- The SENCo leads SEN support plan meetings that are attended by outside agencies
- Effective provision mapping showing plans with outcomes and the progress made on a termly basis.
- The effectiveness of the provision is also evaluated during pupil progress meetings with the Head teacher.

**How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN**

- 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.
- Children with SEND, who require it, have support at playtime and lunch time to enable them to play with others.

**Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

- 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.
- Where support is required the class teacher liaises with the head teacher and or the SENCo for further advice and support. This support may be LSA 'Nurture' type support in class if a child is not ready to learn due to their emotional state. The support may also involve working alongside outside agencies such as Early help with a Pafss support worker, Ascets, Health and Social Services and/or Behaviour Support.

**How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families**

During our SEN support plan meetings and/or Tac meetings, the needs of the child and family are assessed by the professional at the meeting. Support agencies are then referred to for advice and support.

These support agencies will include;  
SEND team, Educational Psychologists, Speech therapy, Physiotherapy, Occupational therapy, Visual and hearing impairment team, Behavioural units, ASD team, ASD parent support group, Paediatricians, School nursing team, Camhs, Early help team, GP's, Emtas (additional languages and traveller support), Children's centre, Health visitors.

**Arrangements for handling complaints from parents of children with SEN about the provision made at the school**

In the first instance, if a complaint is made to the SENCo, she will try her best to deal with it. If this is not resolved the complaint will be heard by the Head teacher.

Parents will also be sign posted to the Saisend team for advice and support. If the complaint is still not resolved to the satisfaction of the parents then they can contact the Chair of Governors via the school office.

**Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published**

Details to be found on the school website and on the Local Authorities website

<http://www.doncaster.gov.uk/services/schools/local-offer-sen>

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