

# SEND INFORMATION REPORT

Name of School: New Pastures Primary School Mexborough

Venn Academy

Date of Report: July 2024

## The kinds of special educational needs that are provided for in school

New Pastures Primary school from September 2021 became a part of the Venn academy family of schools.

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 aftereffects of Covid. Our older children lived with covid, whilst our youngest children were born during covid. The effect on children and families social, emotional and mental health is still being felt.

We aim to support our pupils to overcome their difficulties as unique individuals under the guidelines of our SEND Policy.

We are able to support and cater for pupils with a variety of needs.

At present we are supporting children who have difficulties with;

- Specific learning difficulties
- Speech, language and communication needs
- Social, emotional and mental health
- Visual impairment
- Hearing impairment
- Physical disabilities
- Autism
- ADHD

**The name and contact details of the SENCO and further contacts where parents/ carers may have concerns**

Head teacher- Mr Thomas Purdy

Assistant head teacher + Inclusion manager –Mrs Ann Eager (upper site)

SENDCo- Mrs Joanie Haycock (lower site)

Please contact via the school office- 01709 583271

- **The Special Educational Needs Team** oversee the application, production, review and commissioning of special educational provision for children and young people with Special Educational Needs & Disabilities (SEND), who need support above what is normally provided within education settings, and have an Education, Health & Care Plan (EHCP). Tel 01302 737210 or 737211 or email [sen@doncaster.gov.uk](mailto:sen@doncaster.gov.uk)
- **Parent Partnership Service:** Telephone: 01302 736920 or email [parent.partnership@doncaster.gov.uk](mailto:parent.partnership@doncaster.gov.uk)
- **Virtual School for Children in Care:** Telephone: 01302 737242  
[CiCEducationService@doncaster.gov.uk](mailto:CiCEducationService@doncaster.gov.uk)
- **Children with Disabilities Team:** Telephone: 01302 735885 or email [dcr@doncaster.gov.uk](mailto:dcr@doncaster.gov.uk)
- **Doncaster Autism Service (DAS):** Telephone: 07536455292 or email [das@doncastercarers.org.uk](mailto:das@doncastercarers.org.uk)
- **Doncaster SENDIAS Service** provides free and impartial information, advice and support (IAS) to parents, carers, children and young people in relation to Special Educational Needs (SEN) and Disability and related health and social care issues. Telephone: 01302 736920  
Website: Doncaster SENDIAS Email: [sendias@doncaster.gov.uk](mailto:sendias@doncaster.gov.uk)
- **Doncaster Parents Voice (DPV)** is a parent/carer forum. The forum is run by parents of children with a variety of additional needs. DPV support families with disabled children on a number of matters relating to SEND. Telephone: 01302 637566 Email: [dpvoice@doncastercarers.org.uk](mailto:dpvoice@doncastercarers.org.uk)
- **Your place** - We provide support and information that is unique to families and residents when everyday issues become difficult. You can drop in and see us, speak to us over the phone or send us information by using an email form. We are here to listen and to help to resolve issues or concerns you have for yourself, your family or your community.  
Telephone: 01302 736644.  
Drop in at Conisbrough library Monday to Friday 8:30 - 4:30

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

- 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
- Intimate Care Policy
- E-safety policy
- Safeguarding Policy
- Health and Safety Policy

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

- Mrs Haycock, the SENDCo, meets with all parents of children with SEND and the class teacher to compile an initial 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 SENDCo to discuss concerns. This can be arranged with the teacher and SENDCo or via the office. This may not always be possible immediately due to teaching commitments and time constraints, but we will always do our best.

**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. All children with SEND complete a one-page profile every year, which shows their feelings and wishes, this is added to the support plan. In Key stage two, children who can discuss their views, are given the opportunity to talk about what is working well on their plan, what they need more support with and how they like to be supported. The plan is reviewed termly.

**Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents/carers 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. The meeting involves parents, class teacher, any outside agencies as appropriate to the plan. Outside agencies include educational psychologists, Ascets specialist teacher, visually impairment team, hearing impairment team, speech and language therapists, epilepsy nurse, Occupational therapist, physiotherapist, health visitors and school nursing team. These outside agencies will support the process in various ways i.e. observing the child in school, assessing the child, carrying out activities with the child, discussing the child at a planning meeting and attending review meetings. Views from all the stake holders are sought and included in the plan.

**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**

- When children with Special educational needs are transferring from a different setting they are visited in the setting by their new teacher or the SENDCo. The SENDCo will also attend their SEN support plan meeting in the last term.
- When children are transferring to a Special school from New Pastures, SEN support plan meetings are arranged to ensure the new school has all the information for a smooth transition. A transition plan is also arranged, which may include additional transitional visits depending on how the child will react to this. The transition plan is personal to each child individual child.

- 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 from Nursery to Reception is more gradual as the children are very young. The Nursery and Reception class join one morning per week for the EYFS Outdoor field day, this currently happens on a Thursday morning. This ensures the children in reception are still supported by the nursery staff who they are familiar with and for the new Nursery children to also become familiar with the Reception class staff. 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 for several play sessions and have snack in the dinner hall on several occasions before the main school transition day. The reception class teacher also visits the Nursery class on several occasions to talk and play with the children. All children receive a transition booklet with photographs of the adults they will be with in Reception and photographs of the new environment. This transition plan is for all pupils, children with SEND will have additional transition arrangements which will include additional visits.
- 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. The next phase of the transition is for the pupils to visit their new class/school with their current teacher. Arrangements are then made to visit again at play time and for new teachers to read a story to their new class in their current classroom. Children transferring to the upper school spend a full morning in their new class with their new teacher on transition day. This transition plan is for all pupils, children with SEND will have additional transition arrangements which will include additional visits.
- There are various transition events which take place throughout the year to support year 6 pupils with the transition to secondary school (usually The Laurel academy). These start in year 5 with a review meeting with the Senco of the Laurel academy if the family wish it. The Senco then attends review meeting in January of Year 6, where additional transition visits are arranged. 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 is arranged during the SEN support plan meetings. Children who require Road safety session to be able to walk to The Laurel school will receive training from the Ascets team, organised by the Sendco. This usually is a weekly session for six weeks but this is individual for each child.

- 'The Big picture' (LA transition team) also support children who the year 6 teacher and SENCo believe will have difficulty with transition due to behaviour difficulties. The programme is for 9 weeks in the primary school and a further 9 weeks support when they start in the Secondary school. This support is to aid a smooth transition and hopefully prevent any exclusions.
- 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 booklets are also made for all EYFS children and for children who we think 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 SEND**

At New Pastures Primary we understand that all pupils may require additional support at some time, but this does not mean they require an SEN support plan. We monitor the support given and the outcomes of these in four ways as part of our Graduated approach;

1. Daily classroom support (Quality first teaching/ universal offer) - If a child has struggled on a particular aspect of a lesson, e.g. reversal of numbers in maths, this would be noticed during the teachers 'live marking' and they would be given support at the time. If this continues to be a barrier, the teacher would note this in their class support book.

2. Universal Plus -If a child has regular interventions e.g. daily reading to increase speed or comprehension or same day intervention in phonics to repeat the lesson or part of, - this will be monitored and evaluated on an individual pupil support plan with the teacher and parents at the end of each term.

3. SEN support - we evaluate the effectiveness of the provision for SEND pupils in the following ways:

- through use of termly provision mapping to measure progress and achievement
- by evaluating pupil SEN support Plans at least three times a year
- through daily observations and assessment in class

- detailed analysis by SENDCO of end of term attainment and progress data
- by inviting other agencies to observe pupils and their provision by referring to appropriate agencies such as Educational Psychology /Ascets / VI team / HI team / occupational psychologist / physiotherapist / Early Years Intervention Team to further support diagnostically what needs there may be and what support would be appropriate.
- where other professionals are involved, they also attend or send a report to the termly SEN support plan meeting to evaluate the outcomes set for the pupil and recommendations for the new outcomes that will be set.

4. EHCP – Children with an EHCP also have an SEN support plan so receive the SEN support package as well as;

- Yearly EHCP review with all professionals involved attending or sending a report
- LA SEND representative invited to the meeting
- If the child is in Year 6, the EHCP review will be held in the Autumn term to allow time for Transition consultations to a secondary placement to be made.

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

- Planning is adapted in order that all SEND children have access to the curriculum e.g personalised crib sheets, visual timetables, now and next boards, enlarged text, coloured overlays etc.
- Personalised learning for children with SEND set out in their SEN support plan.
- Access to laptops to aid with written work and touch typing support for children with visual impairment.
- Practical apparatus such as sloped writing boards, wobble cushions, pencil grips, weighted blankets etc. are provided.
- Identified adult to support during required lessons/throughout the school day
- A security system to all the external doors to keep the children safe and secure in school.
- A disabled access toilet on both school sites.
- 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.
- Specialist equipment as required such as wheelchairs, standing frames
- A changing room/ intervention room has been installed in the infant building to provide dignity and privacy
- Doors changed in Reception class to comply with regulations to allow wheelchair access.

**Plans for 2023/24**

- Lift to be fitted to connect the main infant teaching areas to the hall. This will allow wheelchair access to all areas of the school. – to be completed in the Summer holidays 2024.

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

- Our SENCo has the Post Graduate Certificate in SEND.
- Our teaching assistants have had training on delivering intervention sessions i.e. Precision teaching, Lego therapy, Ealip, Little Wandle phonics daily keep up and rapid catch up
- Staff are trained in Team Teach techniques, adaptive teaching, Autism and Attachment
- Most of our staff are First aid trained with the Foundation staff being trained in Paediatric First aid.
- Three staff are trained to deliver Epilepsy recovery meds to ensure pupils health needs are met.
- Three staff have received Moving and handling training to ensure all staff and pupils are safe
- 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, Camhs, Paediatricians, School nursing team, Early help team, Pafss support workers, Health visitors and Specialist school support.

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

- The SEN Support plans follow a termly cycle of Plan-Do-Review with meeting between the class teacher and parents.
- The SENDCo leads SEN support plan meetings that are attended by outside agencies
- All children with an SEN support plan have a personal provision map showing the support they receive and the outside agencies that have been involved. These are updated termly. plans with outcomes evaluated with the progress made on a termly basis.
- SEN support plans are monitored and evaluated termly by the Senco with advice on SMART targets, strategies and next steps given.
- The effectiveness of the provision is also evaluated during pupil progress meetings with the Head teacher.



## **Headlines**

### **Special school placements**

One child received a Place at Abbeywood Special school in September 2023–Y7

### **EHCP's**

3 EHCP's were requested within the year, one agreed, one declined twice as the provision in school is deemed appropriate. A further request will be decided upon in August.

### **SEN plans**

One child has been removed from the SEND register as he has made good progress on his plan and is now in line with his peers.

### **Neurological development pathway (previously GDA)**

One children received an Autism diagnosis

One children received an ADHD diagnosis

One child declined ASD diagnosis.

Four new referrals made.

Six children are on the pathway.

### **Camhs**

Termly meeting are held with our Camhs locality worker to discuss our children who may need support.

Camhs support workers are working with 4 children.

### **The Big picture – Transition to secondary support**

Support 2 children transitioning to secondary school.

### **Boss – behaviour outreach support team**

Support one child in year 6.

### **Educational psychology team**

Supported 6 children plus other children through support with support plan outcome targets.

### **Ascets specialist teacher**

Supported 5 children plus other children through support with support plan outcome targets.

### **Visually impairment team**

Support 2 children.

### **Hearing impairment team**

Support 1 child

### **Occupational therapy**

Support 1 child

**Physiotherapy team**

Support 1 child

**Adaptations to the school**

A changing area has been created in the infant building to support a child with changing facilities.

A ramp has been added to a corridor to allow wheelchair access to all areas in the infant building.

A lift will be fitted during the Summer holiday connecting the infant hall to the main teaching areas.

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

- 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 SEND 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.
- Children's views on the additional support they receive is gathered by the Senco as well as their views on further support they feel they require.
- Regular assemblies are held to ensure the children know who they can speak to if they have a problem. Information boards on both sites also show this information as well as telephone support agencies where children can seek support and advice.

**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 SEND 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, Doncaster parent voice, SAIDSEND, parent support groups such as 'Your place' and 'your family', Paediatricians, School nursing team, Camhs, Early help team, GP's, Children's centre, Health visitors.

Posters are around school and regularly put on Dojo, the school/ parent messaging service to sign post parents to these services. Parents are also given the advice and information leaflets if they ask for support.

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

In the first instance, if a complaint is made to the SENDCo, 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 Saidsend 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

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

on the Parents page in the SEND section

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