

**New Pastures Primary School
Mexborough**

Venn Academy



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

Brief description of the school
<p>New Pastures Primary School is a primary, co-educational school which is part of the Venn Academy Trust. It is across 2 sites that caters for children aged between 3 and 11 years. The school currently has 250 pupils. 14.4% of our pupils are on SEN support plans and 1.2% are on EHCP's.</p> <p>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 for Key stage 1.</p> <p>The upper site was first opened in 1896. There are 5 class bases teaching areas on site, a school library, a computer area and an outdoor unit which is used for; the breakfast club, parent workshops, a reading shed and intervention groups.</p> <p>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.</p>
How we identify if your child may need additional help and/or has special educational needs (SEND)
<p>At New Pastures Primary School children are identified as having SEND through a variety of ways including the following;</p> <ul style="list-style-type: none">• 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, carers and families in meeting the needs of their child and in whole school developments

- We 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. Parents can also contact the class teacher 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 SEND 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 Tapestry (online assessment tool) and 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 as they provide quality assurance for the meetings we deliver and help us to improve.

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

- All children with an SEN support plan at New Pastures Primary contribute towards their plan either through the pupil 'One page profile' or by discussing what is working well and what would help them further with the SENDco.
- 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.

How we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching

At New pastures Primary, all staff are committed to inclusion for all pupils and we use a variety of approaches to ensure this:

Class Teachers:

- plan appropriate work / activities for their pupils
- through 'Quality first teaching' ensure that support is available for all pupils
- use adaptive teaching strategies to take into account the different learning styles, interests, abilities of the pupils
- ensure that all pupils can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those pupils who require additional or different support in order to make progress
- set targets on support plans and discuss these with parents and external agencies

Support Staff:

- through 'quality first' teaching, support the teachers in enabling all pupils to have access to the learning
- support the teachers in enabling pupils with SEND to have access to an appropriate curriculum
- encourage and promote independence in the pupils
- liaise with the class teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for pupils experiencing difficulty
- promote the inclusion of all pupils in all aspects of life at school.

Intervention: Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of the following adaptations:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
 - giving the child more time
 - re-explaining the task in smaller chunks

Support Staff in the classroom

- a more focused level of support in a small group withdrawn from the class
- specific programmes to address key barriers to learning e.g. Speech and Language programmes, Physiotherapy programme, reading and spelling programmes etc.
 - support for individual pupils e.g. Brain breaks, movement sessions

SENDCo

- If a child is not responding to the learning approaches agreed by the teacher and Sendco, then the Sendco will seek professional advice from outside agencies e.g. Ascets team, the Educational Psychologist, Visually impaired (VI) Hearing impaired team (HI) for an additional to or a different from approach.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs

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 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 jointly observe pupils and their provision
by referring to appropriate agencies such as Educational Psychology /Ascets / VI/ HI/ 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 we will use the Graduated Approach for SEND in order to provide additional support if your child has communication or social communication needs

- We work closely with the Educational Psychologist, Ascets, Speech therapists, Visual impairment (VI) and hearing impaired (HI) teams.
- The appropriate support agencies are invited to observe and support in school. They are involved in setting up, reviewing and setting new outcomes (targets) on the SEN support plan.

- 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; visual timetables, now and next choice boards, star time, lego therapy, small group activities, individual activities, widget picture choosing system and the use of Makaton.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has physical, sensory and/or medical needs

- 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 class teacher 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.
- A health care plan is created for children with medical needs that are additional to the common medical conditions we see in school. This will be created with the advice, support and training from medical professionals e.g. support for children with Diabetes, epilepsy, tube feeding etc.
- 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.
- Training is also provided for staff from Heatherwood Outreach support for moving and handling, to ensure we are transferring children from wheel chairs to other areas correctly.
- Physiotherapist deliver training on Physio programmes specific for individual children.
- We also have a defibrillator on both our Infant and junior sites in case of serious medical emergencies.
- Medically recognised dietary needs are catered for by our dinner staff.
- Dinner staff will always try to support children's particular preferences at dinner time e.g. foods not touching each other on the plate.

How we will use the Graduated Approach for SEND in order to 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 SENDCo 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 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 with the family and other professional agencies who are already supporting the child. At these meeting we discuss adaptations that can be made to ensure the child is safe and welcomed into our school.

Recent adaptations that have 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.
- A slope was been added to class two, to enable easy access to the outdoor environment for a wheel chair user.
- This year we used a section of the library in the Infant building to create a changing and therapy room for children with complex needs. It enables children who need support with hygiene routines to be supported with dignity. A height adjustable changing table was also purchased for this purpose.
- The room also provides a space for physiotherapy programmes to be delivered in a private space.
- The library area in the Junior school has been subdivided into 3 areas, a library, a meeting room and an intervention room that includes a 'zones of regulation' area and bean bag areas for children who need a quiet space to help them regulate their emotions.

Adaptations in development

- We are also in the process of fitting a lift to the infant building to connect the classrooms to the hall, this will enable access to all areas of the school for wheelchair users. To do this we have had to take space from our previous Reception classroom. This work is expected to be completed during the October half term.

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 a visual timetable which helps the children to know what is happening throughout the session. Independence is also promoted during the session 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 (this is with lots of coaching and support).
- In Foundation 2 the children are taught how to dress and undress themselves for P.E. and after outdoor day. They choose their own snack at playtime and collect their own lunch at dinner time.
- Children continue to be encouraged to be independent and active learners through school from the dinner hall, where they are encouraged to use a knife and fork to assessing their own learning. Visual time timetables are continued to be used as long as the child needs it.
- 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.
- Lessons have learning objectives which are adapted for the children's abilities, they will assess their own work according to their objective.
- 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 outcomes

- As a school we measure children's achievement in learning against National age-related expectations as well as the progress they have made.
- 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 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.
- Children with an SEN support plan or EHCP will follow the Assess, Plan –do-review cycle which will be reviewed at least each term with the parents and any professionals involved. Comments are made against each outcome (target) to

show the progress the child has made. If the child has not met the outcome, the reasons for this will be discussed, then the outcome may be adapted into smaller steps or a different approach may be tried to ensure the child does makes progress. If the outcome has been achieved this will be change to a new outcome if required.

- If a child achieves all the outcomes set and is achieving as well as their peers, the SEN plan will be discontinued. A Universal Plus plan may be set if required.

How we apply the Graduated Approach for SEND in order to access local authority support services. How we involve other bodies, including health and social care bodies, and voluntary sector organisations, in meeting your child's SEND, and supporting you as their family

We work closely with a number of outside agencies including:

- Educational Psychologists
- ASCETS service
- Speech and Language Therapists
- CAMHS
- School Nursing Team
- Physiotherapists
- Occupational Therapists
- Visual impaired team (VI)
- Hearing impaired team (HI)
- Children's Centre
- Early help
- Green Gables
- Social Service
- Aspire
- Outreach support schools - Heatherwood, Pennine View and Stonehill

All agencies that are involved with your child will be invited to the termly support plan meetings and for pupils with an Education, Health and Care plan, the annual review. If representatives are not able to attend in person, they are asked to attend virtually or contribute a written report.

The SENDCo attends various support meetings;

- LA termly SEN update and support meetings. Which are attended by all the support agencies.
- Termly pyramid multi agency consultation meetings led by the Educational psychologist team and attended by all pyramid SENCo's , our Ascets support teacher and other outside agencies appropriate to the agenda e.g. Virtual schools, Early years LA Send.
- Termly SEND Academy update and support meetings.

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

- We ensure that all children, who have SEND, 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; this may entail one to one adult support, small group interventions, adult support with medical needs such as physiotherapy or checking hearing aids.
- EIA (Early years intervention allowance) to allow an extra adult in the Nursery or Reception class to provide additional support.
- We have a team of teaching assistants who are partly funded from the SEND budget who 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.

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

- Our SENDCo has a Post Graduate Certificate in SEND.
- Our teaching assistants have had training on delivering intervention sessions including lego therapy and precision teach.
- Staff have had training in working with children on the autistic spectrum.
- Staff have had training in 'Team teach', which mainly focusses on de-escalation techniques.
- All staff have had training on Epilepsy.
- Selected staff have had training on delivering Epilepsy recover medication.
- All staff have relevant first-aid training.
- Staff who support a child in a wheelchair have had training on moving and handling.
- Staff who deliver Physiotherapy programmes have had training from the Physiotherapist.
- Staff have had training on using wheelchairs.
- Staff have had training on the use of hearing aids.

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

- 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.
- This past year children with SEND have been supported to attend after school clubs with additional adult support and flexible timings to suit their preferences.
- Children with SEND have also been supported on school trips by attending a different class trip to suit their interests, additional adult support and parental attendance when it meant the child was too distressed to attend without them.

How we prepare children and young people with SEND to join our school

- We encourage all new children to visit our school prior to starting when they will meet children and adults 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/ setting or home.
- 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 photographs of relevant parts of the school the child will be new to e.g. the classroom, toilets, coat pegs, dinner hall and playground.

How we prepare children and young people with SEND to move on from our school

- When children are preparing to leave us for a new school or moving to Key Stage 2 at the upper site, we arrange additional visits to the new setting.
- 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 SEND and those who struggle with change are given extra transition session.
- Children who are transitioning to the local Secondary school begin transition at the beginning of the previous year with meetings arranged by the two Sendco'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

Contacts for more information

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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):