

Updated October 25

Travis St Lawrence CE Primary is a mainstream school which is a larger than average size primary school. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals, including those for whom the school receives additional funding is slightly below average.

As a school, we must publish information about the implementation of our policy for pupils with Special Educational Needs (SEN). This SEN Information report will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014. The SEN Information Report can be cross referenced to the School's SEND Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

What types of Special Educational Needs do we provide for?

Communicating and interaction

Children and young people may have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. Children may have difficulties understanding the social uses of language too.

Cognition and learning –

Some children and young people learn at a slower pace than others of their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or Maths.

Social, emotional and mental health difficulties

Some children and young people experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression.

Sensory and/or physical needs

Some children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

Some children with SEN may have needs in more than one of these areas.

We currently provide for pupils with a variety of needs including: Autism, dyslexia, dyscalculia, dyspraxia, motor difficulties, speech and language difficulties and more.

What should you do if you believe your child has Special Educational Needs?

We encourage open channels of communication between the class teacher and parents and provide a visible presence for parents to seek out staff as we recognise the positive impact that a close parental partnership has on the education of our children. We would encourage any parent with any concerns about their child to speak to the class teacher in the first instance. If required, advice and support can then be sought from the Special Educational Needs and Disabilities Coordinator (SENCO) and make any appropriate referrals to support your child.

Below are the contact details of our SENCO and Assistant SENDCO

	Special Educational Needs Co-ordinator (SENCO)	Assistant Special Educational Needs Co-ordinator
Name:	Emma Gill (Based at Lower Site)	Rebecca Tembey (Based at Upper Site)
Phone Number:	Lower Site: 01302 840200 Upper Site: 01302 842164	
Address	Travis St Lawrence CE Primary School, Cuckoo Lane, Hatfield, Doncaster DN7 6QE	

How do we identify children with SEND within our school?

The early identification of pupils at Travis is a priority and there are a variety of approaches that we use in order to ascertain whether your child is displaying any SEND tendencies and if it would be appropriate to add your child to the SEND register.

These approaches include, but are not exhaustive to:

- ✓ The rigorous tracking of termly progress and identifying any specific areas of concern.
- ✓ Teacher observations and ongoing teacher assessments
- ✓ Discussions during pupil progress meetings
- ✓ Standardised testing administered by SENCO's or External SEND Teacher
- ✓ Specialist Advisory Service identification
- ✓ Educational Psychologist identification
- ✓ Liaising with any previous settings or other agency involvement

At the heart of the identification process is the parent, school partnership and the open lines of communication between all stakeholders.

At Travis we follow the Graduated Approach of identification and support for children with SEND. Children who receive support that is considered to be additional to and different from, that of their peers, may be considered to have a Special Educational Need and will be placed on the SEND register. Children registered as SEND Support can move from this status if the actions taken by the child, parents/carers, school staff and outside agencies enable the child to make enough progress in their area of need. However, some children, dependent on their need, may stay on SEN Support or progress to an Education Health and Care Plan.

What policies are in place to support children with SEND?

Our SEND Policy will give you the information you need about how we organise provision for all pupils with SEND. Our SEND policy is available to view on the school website. If you would like to discuss our SEND provision or find out more, please contact our SENCO's who will be happy to discuss it further.

The following policies are available for viewing on the website:

- SEND Policy
- Positive Behaviour Policy
- Anti-Bullying Policy
- Health and Safety Policy
- Safeguarding Policy
- Disability, Inclusion and Accessibility Plan
- The School's Local Offer and links to Doncaster's Local Offer

What is in place to support Looked After (LA) children with SEND?

At Travis, the Head Teacher, Mrs Cousins is the designated teacher for Looked After Children.

As a school, we are particularly aware of the need to avoid any delays for looked after children and carry out any assessments in the shortest possible timescale. Addressing a looked after child's special educational needs can be a crucial part of avoiding breakdown in their care placement.

We will contact the Virtual School head in the local authority, for any information or advice we feel necessary to best support a looked after child and co-ordinate effectively with the process of care and pathway planning.

How are arrangements made to consult with parents?

Travis has a strong commitment to work closely with parents/carers and has an open door policy to ensure information is always accessible to parents and staff. School values the contribution of information from parents/carers and consults them at many opportunities throughout the academic year. In addition to parents' evenings, where the progress and attainment of pupils is discussed, additional support plans are reviewed 2 to 3 times a year.

Parents are able to ask questions and find out information through various means:

- Initial support from the teacher
- Liaison with the SENCO
- Information is on the school website showing links to school support services such as SENDIASS.
- Access to support from the Head teacher.
- Pre transition meetings to ensure smooth entry to school.
- Home visits for nursery children and children new to the school.

How are the children's voices heard in the process?

Pupils are consulted and their views are sought throughout their educational journey whilst at Travis. We ensure that all pupils are asked about their own strengths and areas for development. They are involved in forming their support plans, in an age appropriate way, and we share with them the progress that they have made.

Pupils complete questionnaires about their learning and school.

Pupils are actively encouraged to contribute their views throughout their educational journey.

How do we support child with SEND?

Access to quality first teaching (QFT) is a priority for all pupils. All children benefit from 'Quality First Teaching': this means that teachers assess, plan and teach all children at the level which allows them to make accelerated progress with their learning. Through Quality First Teaching, we ensure that the curriculum and teaching sequences are adapted to meet the individual needs of all children. We support pupils with SEND through various means:

Curriculum support:

- Adaptation of learning in class by the class teacher through quality first teaching (QFT).
- Implementation of various strategies so every child can access the curriculum at a level appropriate to their specific needs.

- Specialist advice and support from external agencies including Educational Psychologists, ASCETs and Speech and Language Therapists.

Communication and interaction difficulties:

- Speech and language therapy support (NHS).
- Speech and Language therapist (at school).
- Nurture groups
- Lego therapy groups
- Outreach Support Service for Autism- ASCETS

Social and Emotional and mental health difficulties:

- Transition and review meetings between school and parents.
- Advice is sought from the Local Authority
- Thrive support from trained practitioners
- Meetings with Headteacher/SENCO /Pastoral team for parents to support behaviour management at home.

Physical support:

- Outreach Support Service for Physical Disability.
- Risk assessments are completed.
- Individualised Health Care Plans.
- Emergency evacuation plan.
- Physiotherapist support.
- Occupational therapy advice and support.

How does the school adapt the curriculum and learning environment for pupils with Special Educational Needs and Disabilities?

At Travis we deliver a creative curriculum that is engaging and accessible for all. Through Quality First Teaching, appropriate planning and delivery, close monitoring and assessment, we ensure that the curriculum and teaching sequences are adapted to meet the needs of the individual. The use of known teaching methods, such as scaffolding (teachers provide successive levels of temporary **support** that help children reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance.

Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the child) and visual aids, as well as many other appropriate methods are used to help pupils who may need additional support. We deliver a highly tailored curriculum to meet the needs of all our pupils.

Class teachers plan on a weekly basis but the pupils are assessed formally and informally throughout all lessons. Plans are adapted accordingly to ensure all pupils can reach their full potential. Pupils are provided with real life experiences to enrich their understanding of different aspects of the curriculum and we try to inspire pupils with wonderful topic stimuli across the school. They also have lots of opportunities to participate in educational visits to further broaden their understanding, enrich their language and develop their confidence. Pupils with additional needs are supported by advice from a specialist teacher for Learning and Cognition. This helps school staff in planning and delivering a highly tailored curriculum to meet their individual learning needs.

We ensure that equipment used is accessible to all children regardless of their needs. Teaching assistant support will be devolved to pupils to address needs if required. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children too.

Auditory and/or visual requirements will be provided for as required e.g. visualiser and seating in class. The school has appropriate disabled changing and toilet facilities. The building is wheelchair accessible.

How does school assess and review the progress of pupils with SEND?

We ensure that SEND pupils are closely assessed through monitoring of classroom practise by the SENCO and Senior Leadership Team. Assessment of children is ongoing with more formal assessments being undertaken at specific time periods during the academic year. Outcomes are discussed with the Head teacher and the SENCO during Pupil Progress meetings at the end of each term. During intervention sessions, pupils' progress is monitored and followed up by liaison with the class teacher. Teachers are expected to identify barriers to learning and analyse outcomes to measure the effectiveness of any intervention. At the end of more formal 1:1 or small group work, data is gathered to measure the impact.

Formal pupil progress meetings for pupils with SEND are held termly to review their Termly Optimum Learning Plan.

How does the school evaluate the effectiveness of its provision for pupils with SEND?

All interventions and additional support is recorded on Provision Maps. These clearly state what additional support is being provided, by whom and when. Documentation is kept on the targets being addressed, the work undertaken and the progress made. Targets and progress are reviewed at the end of a block of work and information will be shared with parents/carers at parent evenings and through discussion meetings with the class teacher or SENDCo.

How does the school apply the graduated approach for SEND?

As previously mentioned, Travis places high quality first teaching as a priority in all classrooms. In line with Doncaster's response, at Travis we offer a graduated level of support:

- **UNIVERSAL SUPPORT:** Quality first teaching for all learners with recognition that some learners may require very time-limited support in addition to inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.
- **UNIVERSAL PLUS SUPPORT:** Quality first teaching for all learners with recognition that some learners may require time-limited intervention programmes in addition to Inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress.
- **TARGETED SUPPORT:** Quality first teaching for all learners with recognition that some learners may require increasingly individualised intervention programmes, in addition to Inclusive Quality First Teaching to accelerate and maximise progress and close performance gaps.
- **SPECIALIST SUPPORT:** Quality first teaching for all learners with recognition that a few learners may require significant amounts of additional to and different from provision in order to secure effective learning and increase the rate of progress.

How does the school access local authority support services using the Graduated Approach? Including, how the school involves other bodies, including health and social care bodies, and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.

At Travis, we are an inclusive school that holds a child's emotional and social development as a priority. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Depending on the needs of individuals they are provided either with specific 1:1 support or small group support. Travis also maintains pastoral records through the use of CPOMS. This is monitored consistently throughout the school day by the Senior Leadership Team.

In line with the graduated approach, there may come a point when a child requires specialist support in order to secure effective learning. In this instance, the SENDCo, in consultation with the parent or carer, will submit a referral to the appropriate service for support.

The services we contact for support include, but are not limited to:

- ASCETS
- Behaviour outreach
- CAMHS
- Early help
- Education psychologist
- Occupational and Physiotherapy
- School nursing team

- Social care
- Speech and language therapy
- Visual and hearing support services
- Voluntary sector organisations

This list will change according to the needs of the children.

The SENDCO will use Doncaster's graduated approach toolkit as:

- A self-help guide when considering provision
- A point of reference when deciding intervention levels
- An audit tool
- Information, clarity and transparency for parents and carers

An educational psychologist is allocated to our school. He/she will offer advice to the school and parent/carer on how to best support the pupil and take their learning forward. This involvement is planned for in consultation with the parents/carers, class teacher and SENDCO.

What systems are in place to ensure the SEND Notional Funding (Element 2 and 3) is directed to those children and young people with SEND to match their level of need?

All children with SEND have a support plan (Optimum Learning Plan), which includes information on the deployment of resources to facilitate the agreed outcomes identified in the plan (Element 2 Funding).

Where children require intervention that exceeds Element 2 Funding, an application is made to the local authority for high needs (Element 3) funding. The child's support plan clearly outlines the deployment of resources, and the associated costs, in supporting the child in working towards their agreed outcomes identified in the plan.

If a child has an Education, Health Care Plan (EHCP), it will clearly set out and allocate a sum for each and every type of support listed in the EHCP. As with other element 3 funding, the school must provide the first sum of money from its allocated funding. Any further funding must be provided on top of this by the local authority (LA).

How do we ensure that teachers and support staff are well informed and trained about the specialist needs of children with SEND?

All teachers recognise that they are teachers of ALL pupils and are responsible for SEND provision in the school.

- All teaching staff can access all children's reports
- Termly Support Plans are created to ensure the child's needs and voice is at the heart of their education. These are discussed directly with parents and all staff working with the child.
- Structured end of year transition meetings are held between all staff.
- Training for specific learning difficulties is offered as required e.g. dyslexia, autism.
- Regular first aid training and updates take place.
- Medical training in the use of Epipens etc. is offered as required.
- Training is offered to lunch supervisors as needs arise.

What activities are available for children with SEND above and beyond those in the curriculum?

Travis aims to be fully inclusive for all pupils. Measures are put in place to ensure that children with SEND can access fully the curriculum and opportunities such as extra-curricular clubs are able to meet their specific needs. For example all educational visits are risk assessed to ensure that there is full access for children with SEND and some clubs are specifically targeted for children with additional needs.

What support that is available for improving the emotional and social development of pupils with special educational needs?

We are a very caring and nurturing school. All staff support children in their emotional and or social development throughout their time here with us at Travis. We also have staff who can provide extra support to individual children, supporting them through issues such as bereavement, family separation, friendship issues or confidence and self-esteem development. Classroom based teaching assistants are often well placed to also support children within that class as they have developed secure relationships with them and can tailor support to their individual needs.

Two of our support staff are trained Thrive practitioners and support staff to identify children's needs and use the best strategies to support them. The practitioners will work with small groups and individuals, based on need, and support other staff to run nurture groups too.

We have a Pupil Parliament which is made up of representatives from each class who work closely with the senior leadership team to ensure we engage the children in school life and encourage the children to have a voice. We also work very closely with professional agencies such as the Educational Psychology Service and Young Minds Matter to support children with specific social, mental or emotional health difficulties.

For all children with SEND, support and advice is available from the school SENCO and Head teacher. The school seeks advice and guidance from other professionals and involves them in the planning and delivery of support for pupils with SEND. The school has an administration of 'medicines' policy which is available from the school on request. When pupils do need to have medicine given at school, parents fill in a 'parental agreement for medicine' form. The medicine is kept in a locked cupboard in the school office or stored in a secure fridge.

How do we prepare children with SEND to transition into a new phase of education?

We recognise that 'moving on' can be difficult for a child with special educational needs and we take steps to ensure that any transition is as smooth as possible.

If a child is joining us from pre-school: The SENCO will visit pre-schools when appropriate. Children will be able to visit our school and stay for a play session, both with and without primary care givers.

If a child is moving to another school: We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for the child. Where possible, a planning meeting will take place with the SENCO from the new school. We will ensure that all records about the child are moved onto the new school in a timely manner.

When transitions take place within school, such as moving into a new class there are various procedures in place to ensure all our children integrate well into their new learning environment. Transition meetings are built into the school calendar and a very child centred approach is adopted. All information on the child will be shared with the new teacher and various opportunities to observe the child in their current class, and work 1:1 or in small groups can be planned for.

Before a move to secondary school, the receiving SENCO is invited to attend transition meetings. Detailed records and examples of work are passed on to the school including children's SEND Passports which capture the child's attainment, provision requirements and their voice. If it is beneficial to the child to have a book/personal passport to support them to understand moving on, then one will be made with them.

What arrangements are in place relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

The first point of contact for a parent if they want to discuss something about their child would be the child's teacher. Parents can also talk to the SENDCo to discuss their child's individual needs or any concerns that they may have. Parents may wish to talk to the Head teacher, Mrs P Cousins. If parents feel that they cannot discuss a matter with a member of staff they can contact the SEND Governor.

Travis St Lawrence CE Primary School welcomes the involvement where necessary, of the Parent

Partnership Service, particularly in SEND reviews.

Date reviewed/written: October 54

Next review date: October 26

This document will be kept up to date and altered when changes occur.

