

A Guide for Parents and Guardians

Special Educational Needs and Disability

Support for your child at Travis St Lawrence CE Primary School



At Travis St Lawrence our aim is for all children to succeed. Teachers plan exciting engaging lessons to meet the children's individual needs. For a wide variety of reasons, some children need additional help or support during their time at school.

This information aims to make you aware of the support that is available for your child at Travis St Lawrence and how that support can be accessed.

Supporting Children in School

All pupils in school receive quality first teaching. This means that a range of teaching styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs.

All our classes are supported by teaching assistants, and when needed, pupils are provided with additional one to one, small group work and catch up programmes aimed at raising the child's English, Phonics or Maths skills.



Some children also need support at break/lunchtime – 'Nurture Provision activities' aim to support children in their play during these times.

Support can also be arranged so that our extra-curricular activities are inclusive.

We also provide short term support to help children develop their Personal, Social and Emotional skills. This may be provided in class, as a small group or on a one-to-one basis with one of our Thrive Practitioners with the aim to help children cope with difficult, personal circumstances such as separation or bereavement. This support aims to minimise the effect of the experience on their learning progress.

Identifying Children's Needs

At Travis the progress and attainment of all pupils is reviewed every half term by the Senior Leadership Team, at which time, provision may be adjusted to meet identified needs.

If a child continues to have difficulty after intervention or has a

high level of difficulty when they join us, they may be considered to have special educational needs or disability (SEND) and are placed on the SEND register. (Ref: SEND Policy) Parents will always be informed of this.

Special Educational Needs and Disabilities

The Staff and Governors at Travis St Lawrence are committed to the provision of high quality educational opportunities for all regardless of race, gender and disability. An estimated 20% of children experience difficulties during their time at school and are identified as having a Special Educational Need or Disability (SEND).

Children with SEND have learning difficulties and/or physical disabilities which make it harder for them to learn compared to other children their age.

They may have difficulty with:

- some or all of the work in school
- reading, writing or mathematics
- understanding information
- expressing themselves
- understanding others
- listening and concentrating
- organising themselves
- sensory perception and processing
- physical mobility
- managing their behaviour
- making friends and relating to adults

Children with SEND need extra support or different strategies to help them. School works closely with outside agencies and seeks professional advice from

- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Educational Psychologists
- Health Professionals
- Visual/Hearing Impairment teachers
- Specialist Teachers
- Support Service for Education of Children with Autistic Spectrum Disorder (ASCETs)
- Child and Adult Mental Health Services (CAMHS)
- Behaviour Out Reach Support Service (BOSS)



Additional SEND Support

The Special Education Needs Code of Practice gives guidance to schools in meeting the needs of pupils. It sets out how help should be given in a step-by step approach. You will be consulted at all stages of this graduated approach and staff will inform you of the additional work they do with your child.

Class teachers will liaise with the SENCO and other advisory agencies to assess your child to identify their strengths, needs and the extra help they require. If they need extra help or different support from most children of their age, they will be placed on the SEN register. Staff will work with you to put together a support plan called an Optimum Learning Plan that shows the provision that your child will receive in school with clear targets, support strategies and the planned outcomes of the support.

The support plan will be reviewed with the class teacher, SENDCo parent and child each term to ensure the support put in place is meeting the needs of the child and is enabling him/her to make progress.

Education Health and Care (EHC) Plan

(Previously known as a Statement of Special Educational Need)

If your child's needs are complex or severe we may suggest that we ask the local authority for an assessment. All children and young people from age 0-25, who have significant special educational needs will undergo an Education Health Care (EHC) Assessment. This will lead to an EHC plan (previously known as a Statement of SEN.) This document will describe your child's needs and the special help they should receive. It may involve the Local Authority providing extra resources to help your child. These could include money, staff, time, special equipment and attendance at a school with specialist resourced support.

This EHC plan will be reviewed annually or sooner if required and would include a meeting with parent, class teacher, SENCO, other professionals involved in supporting the child, a representative of the LA, and the child.



We have a highly experienced team of staff who may be involved in supporting your child at Travis. These include:

- Your child's **Class Teacher**, who will always make sure that tasks set are appropriate and accessible for your child
- **Teaching Assistants**, who support all pupils in class and support the teacher to deliver the tailored curriculum to children with specific needs
- **The SENCO** (Mrs Gill) **Assistant SENDCO** (Miss Tembey) who both have the National Award for Special Educational Needs Co-ordination and co-ordinate the provision of SEND in school and across both upper and lower site.
- **Thrive Practitioners** and **ELSA Practitioners** who work with children to develop Emotional Literacy Skills and develop self-awareness and their self-regulation skills
- The school has two **Communication Champions** who have trained in developing children's language and communication skills.
- **Health and Education Professionals** who work very closely with school to identify children's specific needs and advise on the appropriate support or interventions needed. These include: Educational Psychologists, School Nursing Service, Occupational/Physio Therapists, Speech and Language Therapists, CAMHS, Specialist Teachers for Cognition and Learning, Behaviour and Autistic Spectrum Disorder.

Training

To ensure our staff have the skills and knowledge to support children with SEND there is a programme of on-going training. Recent training has included

- Developing Resilience in Children (CAMHS)
- Behaviour Emotional and Social Difficulties Awareness
- Team Teach Strategies
- Developing Memory Skills
- Supporting Dyslexia in the Classroom
- Diabetes Awareness and Management
- Supporting Children with Visual Impairments
- Supporting Communication with Makaton
- Mental Health Awareness
- Supporting Children through Bereavement
- Assess Neurodiversity in the Early Years

Transition

Every effort is made to plan in advance for times of transition as we recognise this can be an anxious time for both the pupil and their family. Transition from home to school, Year Group to Year Group or from school to school needs to be as smooth as possible so that the support that has been put in place continues to meet your child's need as they move through their education.



Multi-Agency Meetings

As part of our support for ALL children in school we have regular opportunities to consult with support services and health agencies through a multi- agency approach in the form of a Early Help assessment. This assesses the need of the whole family as well as the pupil.

If a multi-agency approach is needed, Mrs Hornshaw, our Deputy Head Teacher will meet with you to discuss the needs of the individual/family in school. An Early Help Assessment is completed and then, working closely with parents/carers, a plan is put together with the best use of advice and support from other agencies. Parents engage in regular Team Around the Child (TAC) Meetings which ensure support for the family and child.



If you would like to know more about the provision that is available in school for your child or if you have any concerns that your child might have additional needs, please speak with your child's class teacher.

You are also very welcome to make an appointment with Mrs Gill our SENDCo, she can be contacted at Lower School on 01302 840 200 or Miss Tembey, based on Upper site, 01302

If you require advice outside of school you may find the following numbers helpful:

School Admissions: 01302 737 204

Family Information Service: Freephone: 0800 138 4568, operates Monday to Friday 9am to 5pm, outside of these hours there is an answer phone service **Telephone:** 01302 862136 / 73523
Email: fis@doncaster.gov.uk - all queries will be responded to within three working days.
Web: www.doncaster.gov.uk/fis

SAIDSEND (Formerly Parent Partnership): 01302 736 920

Email: parent.partnership@doncaster.gov.uk

The EHC Worker at the Doncaster parent Carer Forum (DP Voice): -
Telephone 01302 637566: Email dpfc@doncastercarers.org.uk

The School Nursing Service/Health Visitor

Single Point of Contact: 0300 0218997

(Child and Adult Mental Health Services (CAMHs))

TEL: 01302 796199

The Early Help Hub: Tel 01302 734 110 (Parents and Carers are able to make a self-referral at any time should they wish to.)