

## Town Field Primary School

### Vision

A richly diverse and inclusive community, where each individual is immersed in a love of learning and succeeds in mind, body and spirit.

### Aims

We aim for all our community – with children at the heart - to:

- be happy and build positive relationships
- become confident, articulate lifelong learners, prepared for a changing world
- develop enquiring minds and a spirit of curiosity and creativity
- respect themselves, their health and have empathy for others and the environment
- aspire for the highest standards and pursue individual talents

Town Field Primary School is a proud member of the Rose Learning Trust. Ethos and Values

Our Vision – Transforming futures collaboratively

Our Mission – Expecting more than others think possible

### Brief description of the school:

Town Field Primary School is a highly effective learning community. We are proud to be regarded as the centre of the community and a popular choice of school for parents leading to oversubscribed numbers each year. Our school has recently academised with the Rose Learning Trust and this has added further capacity for sharing good practice. Children are positively encouraged to take responsibility for their learning through the school's own unique approach to personal development through the Town Field 10 skills for life and learning which permeate all aspects of the school's work. Town Field Primary School is a large and lively, culturally diverse school close to the centre of Doncaster. It caters for approx 460 pupils aged 3-11, including provision for 52 pupils in FS1. The school is proud of its high standards, inclusive ethos and of its commitment to meeting the needs of all its pupils. Our central aim is to enable all children and staff to achieve their full potential. Our commitment to Inclusive practice has been recognised our school being the first in the Doncaster to achieve the Autism Award.

### Distinct features of our school:

- The school actively celebrates its rich diversity both culturally and socially. There are 42 first languages spoken by children in school. Approx 57% of children have English as an additional language. Currently 63% of our children in F1 have English as an additional language.
- 33% of children are in receipt of Free School Meals and approximately 70% of children in school are considered to have some barrier to learning relating either to language, special educational needs, social deprivation or safeguarding issues.
- The school uses its pupil premium highly effectively to target and support identified children and groups with evidence of positive outcomes.
- The Town Field 10 skills for life and learning provide children with a framework to develop lifelong learning skills and ensure that they are well prepared and equipped for their next

stage in their education. The TF10 skills are fully embedded within all aspects of the school's work and frequently referred to by staff, pupils and parents.

- The school's commitment to a broad and balanced curriculum is evidenced by its recent awards including; Artsmark Gold award, Leeds Beckett Mental health Award- Silver, Music Mark and PSQM in science. The school is working towards the Leeds Beckett Anti-Racism Award.
- The school community comprises of children and families from a wide range of social contexts. The Index of Multiple Deprivation score for the school is 37.6, the national average being 23.3 and LA average 32.7. 50% of our children come in the bottom 10% of deprivation measures nationally (band E). Consequently, a high percentage of children have some additional barriers to learning

### How we identify if your child may need additional help and/or has special educational needs (SEN)

The identification children with SEND or that may need additional support in some areas is a very rigorous and transparent process. This process will involve:

- Monitoring reasonable adjustments to practice as part of Quality first teaching.
- The completion of a Cause for Concern form by class teachers – reviewed and updated in 2023.
- School SENCo's will respond and offer strategies and advice this may include an observation, discussions with the child and/or discussions with parents. This will then be monitored; if your child is only making progress with high levels of support an SEN Support Plan will be put in place and a primary need identified based on the evidence collated.
- Where school feel they as professionals or the family would benefit from additional support from an external agency e.g ASCETs or Speech and Language then a referral is made.
- Professionals meetings in which all agencies involved with the child will be invited to set clear learning outcomes with strategies for a 12 week period- Assess, Plan, Do, Review
- A request for statutory assessment from the Local Authority will be made by school with parents support if we feel that we are unable to meet your child's needs without a significant level of support as determined by the LA.

### How we involve parents and carers in meeting the needs of their child and in whole school developments

Parents are involved in meeting the needs of their child and in whole school developments through:

- Open door policy parents can discuss any concerns they have regarding their child with their child's class teacher or the SENCOs. Our family support worker is also available to support parents as needed.
- Children with an identified SEND will be involved in termly review meetings in which their child's progress is discussed in detail and parents are encouraged to play an active role in these meetings.
- Parents regularly receive updated copies of their child's support plan and one page profile to ensure they are aware of the outcomes their child is working towards.
- Parent's feedback and opinions are regularly sought through discussions and more formal feedback and questionnaires.
- Parents are written to regarding significant changes to SEND locally and nationally, informing them of the changes.
- Parental workshops around specific areas of need will be offered.
- Parents are sent all information regarding groups/courses/support they may find useful.

- Parents are invited into school regularly to celebrate their child's successes.

**How we will involve your child in the planning and review of their support** Children are an integral part of the planning and reviewing process their voice is heard through:

- Pupil interviews and questionnaires
- One Page Profiles
- Attendance at SEND support plan review meetings
- Use of child friendly language in documents and in meetings where children are present

### **How we match the curriculum, teaching and learning approaches if your child has SEN**

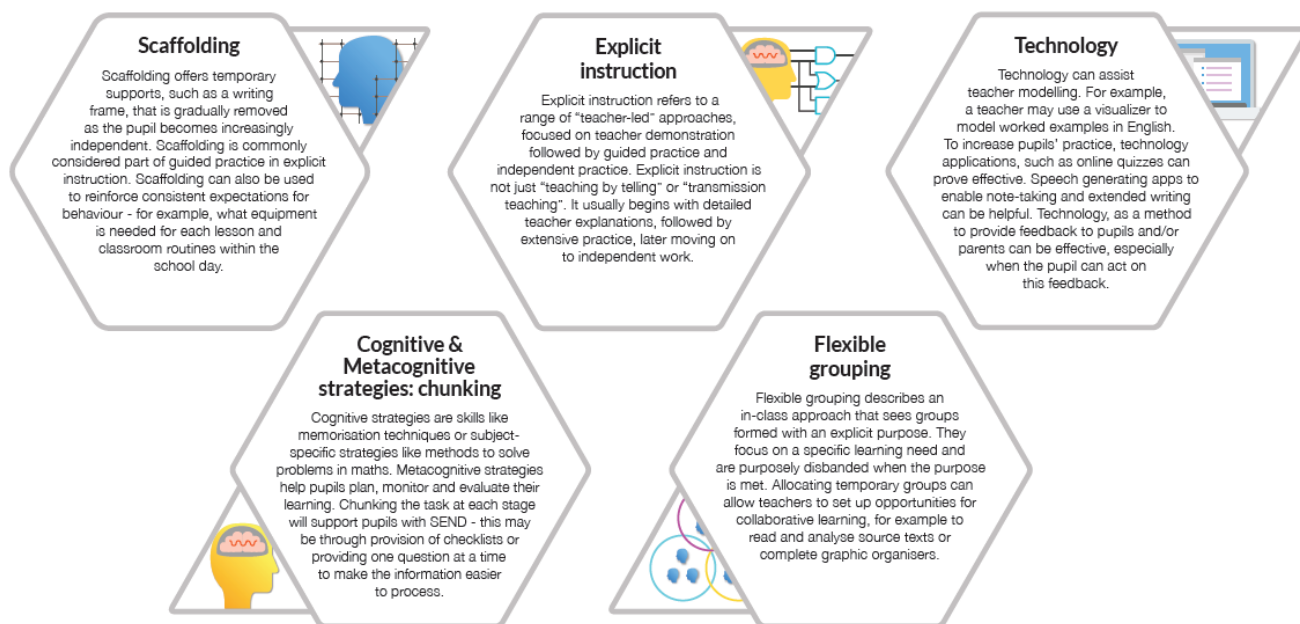
At Town Field the Social model of Inclusion is strongly adhered to by all our staff and pupils; teachers are skilled at adapting teaching to meet the diverse range of needs in each class.

- Careful observation and collation of a range of evidence including comprehensive transition plans ensure that teachers and support staff have a really clear understanding of how a particular child learns, what their barriers to learning maybe and allows them to implement a personalised curriculum where appropriate to meet the needs of all our pupils successfully. □
- Planning takes into account individual pupil's needs and requirements.
- We have high expectations for all our pupils and strive for all our pupils where possible to be exposed to age related learning opportunities with peers. For some children, including those with special educational needs or a disability there may be times when pupils need:
  - Targeted 1:1 work focusing on a particular learning outcome
  - Spaces for children have reflection time
  - Small group sessions
  - Emotional literacy/nurture sessions
  - The Inspiring Leaders, Creative Learners project run in conjunction with Paul Hamlyn Foundation and DARTs is focused on developing pupils' Communication and Language and Personal, Social and Emotional skills.

However, our teachers will adapt teaching and learning to match the specific needs of the child, these approaches will be regularly assessed and reviewed. Personalised learning programmes are always created in consultation with our specialist professional partners.

### **How we provide additional support if your child has learning needs**

Support may include strategies such as:



*EEF Guidance report- Special Educational needs in Mainstream Schools*

### How we provide additional support if your child has social and communication needs

- Use of Makaton signs and symbols throughout EYFS and used in Key Stages 1 and 2 where children require this as a means of communication.
- Use of picture prompts within all curriculum areas- including the development of language mats which will not only support children with SLCN but also out EAL learners.
- Regular liaison and involvement with colleagues in Speech and Language and our ASCETs specialist teachers who will train, advise and support where appropriate.
- Use of social stories
- Comic strip conversations and social stories
- Use of emotional regulation scales
- The 'Thrive' approach is fully embedded throughout school to further support our children with social and communication needs.
- Use of specialist technology to support children in recording their ideas and making their meaning understood.

### How we provide additional support if your child has physical, sensory and/or medical needs

- Detailed care plan- shared with all involved
- Planned opportunities for developing children's independence
- Seek advice from external professionals
- Planned opportunities for children to develop their self-confidence and social interaction skills
- Therapeutic interventions
- Environment adaptations where appropriate

### How we provide help to support your child's emotional health and well being

School has an active mental health team and this has recently been recognised externally through receiving the Leeds Beckett Mental Health- Silver award.

As part of our Thrive team we have trained support staff who provide regular support for individual children who need guidance in developing social skills or dealing with issues that may be affect their well-being and behaviour.

- As a school we adhere to the principles of Thrive and this approach provides extensive and precisely targeted support for our children and young people that need support with social and emotional development.
- Lunchtime and playtime support and alternatives
- Sensory room
- Staff trained in attachment – Level 2
- Regular support from our EP service
- Clear rewards and sanctions- Class dojo's
- Achievement assemblies
- Personalised timetables

### How we promote developing independence

- Emphasis on Town Field10- Skills for Life and Learning embedded throughout school
- Children encouraged throughout school to have their own voice – Junior Leadership team

### How we measure and review your child's progress against their targets and longer term outcomes

All children identified by the school as having SEND have a SEND support plan which is reviewed on a termly basis at a meeting in which all stakeholders are invited.

Children's short term targets are reviewed by all including the child and outcomes are set for the next 12 weeks. (Plan, do, assess, review planning cycle). Progress towards these outcomes are measured in many evidence based ways as identified on the support plan these may include samples of work, curriculum level or behaviour logs. Each measure is personalised and matched to that child's specific needs.

During this meeting longer term targets are also reviewed.

### How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Please see our school inclusion Policy and Access Policy for further information.

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

- High expectations of all learners and inclusive ethos permeates through school.
- Ensuring children with identified needs are represented in all aspects of school life and beyond.
- Key texts are carefully chosen to ensure children are represented and all children develop a culture of understanding and respect.
- Shared knowledge and understanding of learners needs by all adults and children
- Peer and adult support
- Differentiation of activities
- Use of specific equipment
- Use of additional time
- Involvement of specialist agencies where appropriate

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

- SENCOs attend SENCO network meeting for regional and national updates
- The SENCO's are Specialist leaders of Education and have the opportunity to work closely with colleagues to develop their own and others practice.

- The Inclusion team – including behaviour lead, SENCOs, parent support advisor and Thrive practitioners meet on a regular basis.
- SENCOs attend half termly SENCo network as part of the Rose Learning Trust.
- All school staff are offered training related to their current skills and needs this may involve specialists delivering training, visits to other schools or training courses delivered externally

School also seek and advice and support of specialist agencies such as Educational Psychologists, Speech and Language Therapists, School Nurses etc. on a regular basis.

**External support and expertise we can call upon to help us to meet children's needs** We regularly seek support from external agencies in order to assist the school in meeting the needs of children and their families. Examples of some of the external provision we may request the support of are detailed below:

- Education Psychology Service
- Sensory Service for children with visual or hearing needs
- School Nursing service
- Occupational Therapy
- Children's Centres
- Outreach support from Special School or Pupil Learning Centres
- CAMHs-
- Physiotherapy
- Teacher of the deaf
- Visually impaired service
- Autism Outreach service

### **How we prepare children to join our school**

Effective and robust transition arrangements are made for children moving between phases of education.

As part of our Early Years transition we;

- Visit children and parents in their home, meet and discuss achievements additional visits are allocated for more vulnerable families or families where children may have some additional needs.
- Encourage parents to complete transition booklets
- Visit PVI settings where children are in attendance
- Work closely with outside agencies such as Speech and Language therapists and local Children's Centres.
- Offer children opportunities to visit our setting prior to starting with parents during 'stay and play sessions'
- Hold induction meetings
- Gradual transition in FS1 which allows parents to stay with children for part of the first week.

### **How we prepare children to move on from our school**

To support children with SEND in their transition to Key Stage 3 we; begin discussions around secondary provision as part of our annual review in Year 5 (we invite representatives from the secondary school to attend our Year 5 annual review and involve specialist professionals in supporting this transition to work around specific areas such as travel. We arrange additional visits to the Secondary School where members of our school staff accompany children and also

invite members of the child's future school into our school to work alongside the child in a familiar environment.

We support transition from year group to year group by holding transition meetings with all professionals involved with the child, the child, their parents, SENCo and current and perspective class teachers to ensure all relevant information is shared. We create transition booklets with photographs of key people and key information in for children to use over the summer. SEND support plans and one page profiles are shared and any other plans such as medical or intimate care plans will be shared with the new class teacher.

### Contacts for more information

**Head teacher/ Principal:** Helena Honeybone

**Chair of Governing Body:** V Harper-Ward`

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**Website:** <http://www.townfield.doncaster.sch.uk> **SEND Policies and SEN Information Report link(s):**