

# Special Educational Needs (SEN) Information Report Town Field Primary School



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<b>Approved by</b>	Governors
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## Contents

Contents .....	2
1. What types of SEN does the school provide for? .....	3
2. Which staff will support my child, and what training have they had? .....	4
3. What should I do if I think my child has SEN? .....	6
4. How will the school know if my child needs SEN support? .....	6
5. How will the school measure my child's progress? .....	7
6. How will I be involved in decisions made about my child's education? .....	8
7. How will my child be involved in decisions made about their education? .....	8
8. How will the school adapt its teaching for my child? .....	9
9. How will the school evaluate whether the support in place is helping my child? .....	9
10. How will the school resources be secured for my child? .....	10
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND? .....	10
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? .....	11
13. How does the school support pupils with disabilities? .....	11
14. How will the school support my child's mental health and emotional and social development? .....	11
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? .....	12
16. What support is in place for looked-after and previously looked-after children with SEN? .....	13
17. What should I do if I have a complaint about my child's SEN support? .....	13
18. What support is available for me and my family? .....	13
19. Glossary .....	14

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The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body's or the proprietor's policy for pupils with SEND**. The information published **must be updated annually and any changes to the information occurring during the year must be updated as soon as possible**. This document reflects the changes within Doncaster Local Authority in the 2020-2021 academic year with the introduction of the Graduated Approach for SEND.

The information required is set out in the Special Educational Needs and Disability Regulations 2014 (and in the updated 2015 Code of Practice).

The SEN Information Report must include the following information and 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).

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Town Field Primary School is an inclusive school that welcomes and supports the educational journey of all kinds of special educational needs and disabilities.

We ensure that all children have the best possible education, involving all types of vulnerabilities, additional needs, disabilities, including children who Looked After by the Local Authority, taking into account all of the protected characteristics, in line with the Equality Act 2010 by working closely with the Local Authority, as well as external agencies. We accommodate all of the four main categories as referred to in the SEN Code of Practice (Jan 2015):

- Communication & interaction
- Cognition & learning
- Social, emotional & mental health
- Sensory and/or physical

Our school provides for pupils with the following needs:

AREA OF NEED	THIS COULD INCLUDE CHILDREN WITH
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Mental health difficulties/social anxiety, confidence or self-esteem issues.
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment







## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO

Our school SENCO is Sarah Fletcher. Sarah is supported by Ian Medwell. Both Sarah and Ian hold the NASENCO qualification and each have over a decade's experience working in SEND Leadership. Our SENCOs are Specialist Leaders Of Education and have supported schools within the local area and regionally. Sarah is DDSL and a member of our Senior Leadership Team.

Alongside Sarah and Ian, we also have two further members of staff who hold the SENCO qualification in school.

We are proud to have an established Inclusion Team who work with staff, pupils and families across school.

Name	Role
	<b>HELENA HONEYBONE</b> HEADTEACHER & DSL
	<b>MAT BRANDHAM</b> LEAD FOR BEHAVIOUR, ATTENDANCE & PERSONAL DEVELOPMENT & DDSL
	<b>SARAH FLETCHER</b> SENDCO & DDSL
	<b>VICKY FREESTONE</b> FAMILY SUPPORT WORKER & DDSL
	<b>IAN MEDWELL</b> SENCO SUPPORT, ANTI RACISM LEAD
	<b>JENI SMITH</b> PSHE LEAD



**LIZZIE SAY**

**MENTAL HEALTH  
LEAD**

**MICHELLE  
MARTIN**

**GOVERNOR FOR  
INCLUSION**

**VICKI HARPER-  
WARD**

**GOVERNOR FOR  
SAFEGUARDING**

SEN code of practice training has been delivered to all staff this year as a refresher and is reviewed regularly to ensure all staff are up-to-date with current practice. Regular training opportunities are provided to staff to ensure skills are up to kept up to date. We purchase through the LA our Educational Psychologist provision. Ongoing support focusing on developing effective outcomes for SEND pupils takes places termly, focusing on SMART targets and SEN Support Plans.

### **Class Teachers and Teaching Assistants (TAs)**

All of our teachers and Teaching Assistants receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

SEN code of practice training has been delivered to all staff this year as a refresher and is reviewed regularly to ensure all staff are up-to-date with current practice. Regular training opportunities are provided to staff to ensure skills are up to kept up to date. We purchase through the LA our Educational Psychologist provision. Ongoing support focusing on developing effective outcomes for SEND pupils takes places termly, focusing on SMART targets and SEN Support Plans.

Relevant teaching staff have attended specific training prior to taking responsibility for specific needs within the SEN spectrum. The school training program now indicates how we keep our staff up to date with specialist in depth training for staff. Some of these training courses include:

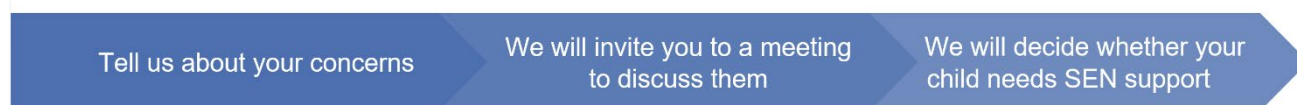
- \* SEND Code of Practice refresh – all staff
- \* Safeguarding Level 1 training – All Staff
- \* Moving & Handling training – Selected staff
- \* Precision Teaching – Selected staff
- \* Little Wandle training – all staff
- \* Fresh Start training – selected staff
- \* Sensory Circuit training – all staff
- \* Makaton – selected staff
- \*Autism Essentials
- \* BOSS- Kind Classroom training and Holistic approach to behavior management

### **External agencies and experts**

When needed we work in partnership with a number of external agencies to ensure our staff and pupils receive the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other LA-provided support services
- › Voluntary sector organisations
- › Special School Outreach
- › BOSS
- › ASCETs
- › VI and HI team

### 3. What should I do if I think my child has SEN?



If you have concerns about your child's progress or development, the first step is to arrange a meeting with your child's **class teacher**. They will review your concerns and begin **monitoring** your child's progress as part of our **Quality First Teaching** approach.

If concerns continue for longer than half a term, the **SENCO** will be informed to offer further support. You can also contact the **SENCO** directly by getting in touch with the school office.

We will meet with you to discuss your concerns and get a clearer understanding of your child's strengths and areas where they may need support.

Together, we will decide on the outcomes we want to achieve for your child and agree on the next steps.

A record of the meeting will be made, and we will add it to your child's file. You will receive a copy as well.

If we agree that your child needs SEN support, they will be added to the school's SEND register, and we will work together to create a plan to support their learning and development.

### 4. How will the school know if my child needs SEN support?

At Town Field, we take pride in knowing our children and families well. Our teachers are dedicated to ensuring that every child is making progress, both academically and socially. Here is how we approach identifying any additional needs:

Quality first teaching is always our first step. Teachers tailor their lessons to meet each child's individual needs and monitor progress closely.

We maintain an open-door policy, regularly speaking with families about any concerns. Teachers often speak with parents daily at the door or gate, allowing for frequent, informal conversations.

We also use a combination of formative assessments during lessons and end-of-term assessments to track your child's progress and development. We may also observe them during playtimes, lunchtimes and any other time during the school day.

If a teacher identifies that your child may need additional support, they will intervene early to address any gaps in learning. In many cases, this timely support is enough to help your child make good progress.

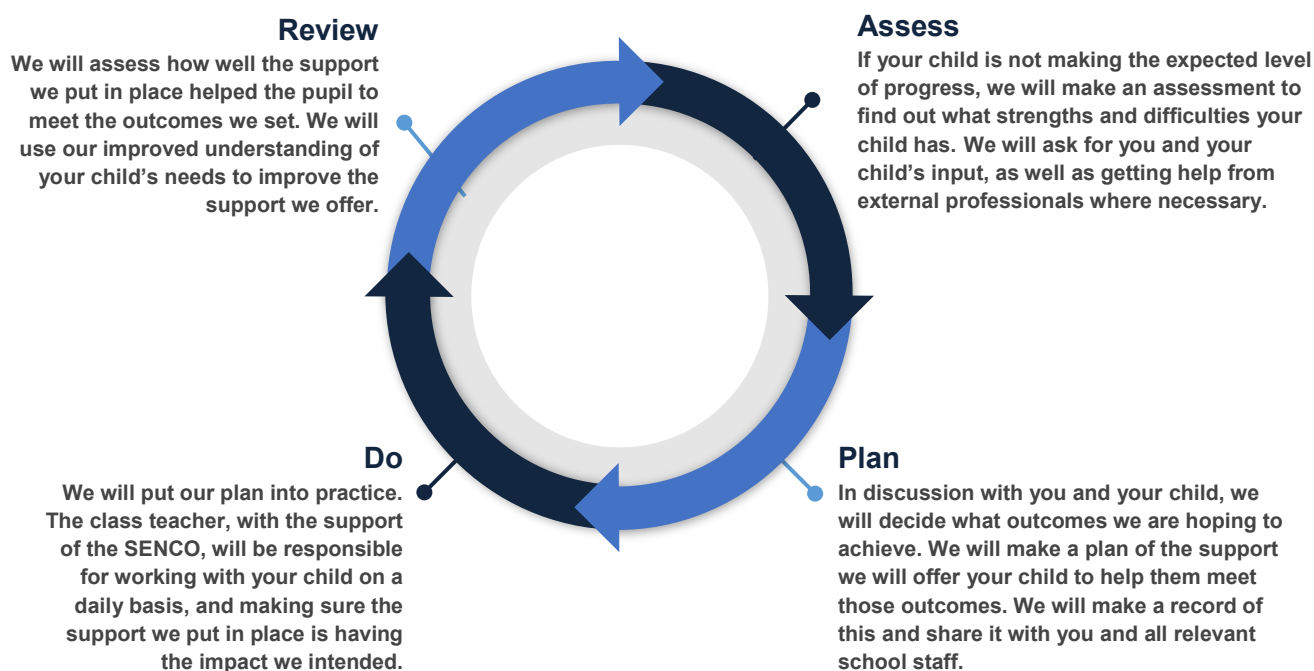
However, if concerns remain, the teacher will consult with our SENCO, and we will arrange a meeting with you to discuss the possibility of SEN support. The SENCO will observe your child in various settings, both in the classroom and during play, to gain a clear understanding of their strengths and areas of need. We will gather input from both you and your child, ensuring that their voice is included in the conversation. If appropriate, we will seek advice from external specialists. We have strong working relationships with professionals such as speech and language therapists and educational psychologists, who provide valuable insights and recommendations.

After gathering all relevant information, the SENCO will determine if additional support is required. You will be fully informed of the decision, and if SEN support is recommended, we will work collaboratively to develop a Support Plan for your child.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

At Town Field, we believe that a strong partnership with parents is key to supporting each child's development. We are committed to working closely with you to ensure that your child's needs are met. We will support you in understanding SEND procedures, provision, and support through regular meetings, sharing updated policies, and providing opportunities to ask questions.

You will be encouraged to attend workshops, parents' evenings, and meetings to discuss your child's progress and share your valuable insights.

During review meetings, we will actively seek and take into account both your views and those of your child, making sure their voice is heard in every decision.

Before your child starts at our school, we provide a comprehensive transition process. If your child is known to have additional needs, we engage in early planning to ensure the right support is in place from day one. This may include:

- Visits to the School
- Discussions with the SENCO
- Advice from other professionals, such as inclusion teams

Once your child joins Town Field, this open communication continues through regular meetings, informal conversations, and termly reviews of their progress.

If your child's teacher feels that additional support is needed, we will arrange a meeting to discuss and plan this support. A SEN Support Plan may be developed in partnership with you and your child. This plan includes specific targets and outlines the support your child will receive.

For children receiving SEN Support, this plan will be reviewed termly, with actions documented in your child's provision map.

If your child has an Education Health Care Plan (EHCP), we will follow the same review process, which will also feed into their annual review.

These plans, whether part of SEN Support or an EHCP, include input from other agencies where necessary, ensuring that all professionals involved in your child's development are working together.

## **7. How will my child be involved in decisions made about their education?**



At Town Field Primary School, we believe it is important that our pupils have a voice in shaping their learning. We actively involve children with SEND in setting their own targets, ensuring they have a say in their educational journey.

Wherever possible and appropriate, your child will participate in discussions about their progress and needs. This may happen by sharing their views during review meetings or through their direct involvement in part or all of the process. We use various methods, such as pupil voice exercises, 3 houses, and comic book conversations, to gather your child's thoughts and feelings effectively. Their views might also be captured through a One Page Profile, highlighting their strengths and aspirations.

## **8. How will the school adapt its teaching for my child?**

At Town Field Primary School, all staff, whatever of their role, have a duty to promote equality of opportunity and foster positive attitudes towards all pupils through a restorative practice approach. Quality First teaching is always personalised and differentiated, utilising visual prompts and formative assessments to ensure that work closely matches each pupil's needs.

We choose and implement suitable resources and intervention programmes based on detailed analyses of school data, classroom observations, and quality feedback from completed work. To maximise the impact of quality first teaching—both academically and socially—we provide time-limited interventions within the classroom.

To support your child, we ensure they are pre-taught the skills necessary to access particular lessons and offer small group sessions for those who may need extra help grasping concepts taught in the whole class setting. Additionally, we provide targeted interventions outside the classroom for children identified with specific difficulties. These interventions include:

- Thrive
- Launchpad for Literacy (speech and language)
- Precision Teaching
- Lego Therapy
- 5 Point Scales
- Comic Strip Conversations
- 1-1 Phonics

Our approach is guided by secure research bases, including evidence from the Education Endowment Foundation (EEF).

We adapt our teaching to suit each pupil's unique needs. These adaptations may include:

- Modifying our curriculum to ensure accessibility, such as through grouping, one-to-one work, or changing the teaching style or content.
- Adjusting our teaching methods, including allowing longer processing times, pre-teaching key vocabulary, and reading instructions aloud.
- Adapting our resources and staffing to provide the necessary support.
- Utilising recommended aids, such as laptops, coloured overlays, visual timetables, and larger fonts.

These interventions and adaptations form part of our contribution to Doncaster's local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

Procedures for identifying pupils with SEN and for monitoring their progress are clear, effective and straightforward. All procedures take account of the new SEND reforms. Parents will be fully informed at every stage and the views of both parents and pupils taken into account. The school operates a plan, do review cycle with clear plans to address any need identified. Tracking of children is paramount to the identification of additional help or SEN. Class Teachers will complete and Initial Cause For Concern document and a discussion will take place with the class teacher. The SENCO will respond to the Cause For Concern with actions and extra provision will be planned for or mapped. If a pupil requires further intervention then the use of the SEN support plan may be implemented with the involvement of the SENCO. The school can implement a number of diagnostic tests to match intervention to your child's learning needs. The school can also involve more specialist advice from the Educational Psychologist, along with a number of other outside agencies (eg Speech Therapist, Occupational Therapist, ASCETS, school nursing etc.)

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

Children who have a personalised SEND plan in place will have a provision map detailing the provision in place for that child. The SENDCO also keeps a whole school provision map, which details the total amount of Element 2, and Element 3 funding the school holds and how this is used to allocate resources across the school.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

At Town Field, we believe all children should have the same opportunities to join in with activities, regardless of any additional needs. Here are some examples of how we make sure this happens?

All of our extra-curricular activities and school trips are open to every child, including those with SEND. This includes our before and after-school clubs and special events throughout the year.

School trips, including residential, are planned so that every pupil can participate. We work closely with parents to make any adjustments needed so children with SEND feel comfortable and included.

We ensure that all children are able to access activities. We work with families to identify any additional support or reasonable adjustments needed so that everyone can take part.

If you have, any concerns or ideas about how we can further support your child in school activities please ask to speak to us.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

At Town Field, we are committed to making sure that every child, regardless of their needs, has a smooth and fair transition into our school. Here is what we do to support your child:

**Comprehensive and enhanced transition process:** Before your child starts school, we will have a detailed transition process. This means we will talk with you and any professionals involved with your child to understand their needs and how we can best support them.

**Visits and preparation:** all children will have a home visit and we will arrange visits to the school ahead of time. This gives your child the chance to become familiar with the environment and meet staff. If appropriate, we will also seek advice from other professionals to ensure everything is in place for a successful start.

**Ongoing communication and support:** Once your child has started at school, we will keep in touch with you through termly meetings and have discussions whenever needed to make sure everything is going well and can make any adjustments.

For more detailed information, you can refer to our admissions policy and speak to Mrs L Emery – Admissions Officer.

## **.13. How does the school support pupils with disabilities?**

For information regarding how the school supports pupils with disabilities, please see our accessibility policy.

## **14. How will the school support my child's mental health and emotional and social development?**

At Town Field, we are dedicated to supporting every child's mental health and emotional development. Here are the ways we offer this support:

All children, including those with Special Educational Needs (SEN), are encouraged to take on leadership roles through programs like the Junior Leadership Team and Junior Language Ambassadors. These roles promote confidence, responsibility, and inclusion.

We celebrate and encourage all pupils to engage in extra-curricular activities throughout the year, helping them build skills, friendships, and self-confidence.

Our Wellbeing Lead, Parent Support Advisors, and Mental Health First Aiders provide personalized support to ensure the emotional and social wellbeing of every child, including regular check-ins for those with SEN.

We offer opportunities for all pupils to learn about diversity, including celebrating people from diverse backgrounds and abilities. Children are also encouraged to present and talk about their additional needs with peers, helping foster understanding and acceptance.

We highlight and celebrate achievements of people with additional needs, such as Olympians, Paralympians, musicians, actors, and scientists, showing pupils that everyone can succeed, regardless of their challenges.

We maintain a zero-tolerance approach to bullying, ensuring a safe and supportive environment for all. For more information, see our anti-bullying policy.

## **15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

We know that transitions can be challenging, especially for children with Special Educational Needs (SEN). We offer a range of support to make sure every transition is as smooth as possible:

### **Between Year Groups**

- We organise a meeting between your child's current and new teacher to ensure that their needs are fully understood and supported.
- For children with SEN, we provide an enhanced transition programme, which includes extra visits to the new classroom and the use of social stories to help ease any worries.
- We also create personalised transition booklets for children moving to a new year group or starting in the Foundation Stage. These booklets feature photos of their new teacher, classroom environment, key texts, and upcoming learning topics. They are shared with families during the holidays to help prepare children for the new school year.

### **Between Schools**

- When your child is moving to a new school, we will often visit your child in their current setting and speak with the staff there to ensure a smooth transition.
- We work closely with you and your child to decide what key information should be shared with the new school.

### **Between Phases (Primary to Secondary)**

- Our SENCO works with the SENCO of your child's secondary school to share detailed information about their needs. We ensure this is a well-prepared process, with meetings between Year 6 teachers and secondary staff.
- To help your child adjust to secondary school, we support them by:
  - Practising with a secondary school timetable.
  - Learning how to organise themselves independently.
  - Continue to support with intervention to ensure they prepared for learning at their new school.
  - Travel training through the local authority to support with safe travel to and from their new school.

- Offering enhanced transition days so they can visit their new school and get familiar with the setting.

Our goal is to make sure your child feels prepared and supported throughout each transition, working closely with you to ensure their needs are met.

## 16. What support is in place for looked-after and previously looked-after children with SEN?

At Town Field, we recognise that looked-after and previously looked-after children with Special Educational Needs may face unique challenges.

Mr Brandham is our Designated Teacher for Looked-After and Previously Looked-After children. He works closely with the Senior Leadership Team (SLT) and the Inclusion Team to ensure that all teachers understand how a child's experiences as a looked-after or previously looked-after pupil, combined with their SEN, can impact their learning and emotional wellbeing.

These children are supported in a similar way to any other child with SEN. However, they will also have a Personal Education Plan (PEP). We make sure that the PEP, SEN support plans, and any Education, Health, and Care plans are aligned, working together to provide consistent support that meets the child's needs.

## 17. What should I do if I have a complaint about my child's SEN support?

If you have concerns or are unhappy with the SEN support your child is receiving, we want to work with you to resolve the issue as quickly and fairly as possible.

1. **First Step:** Contact our Headteacher, SENCO or a member of the Senior Leadership Team (SLT) to discuss your concerns. They will listen carefully and do their best to address the issue. If further action is needed, they will refer to our school's complaints procedure.
2. **Complaints Procedure:** You can find our full complaints procedure on the school's website: [complaints policy](#)
3. **Next Steps:** If you are not satisfied with the response, you can escalate the complaint further. In some cases, the pupil may also have the right to raise a concern themselves. For more information about complaints and your rights, you can refer to pages 246 and 247 of the SEN Code of Practice.
4. **Discrimination Concerns:** If you feel your child has been discriminated against due to their SEN or disability, you have the right to make a claim to the First-tier SEND Tribunal. This may include concerns about:
  - Admission
  - Exclusion
  - The provision of education and services
  - Reasonable adjustments, including auxiliary aids and services

For more information, visit the government's website: [Disability Discrimination Claims](#).

5. Disagreement Resolution and Mediation: Before going to a SEND tribunal, there are options such as disagreement resolution or mediation. These are processes where you try to resolve the disagreement without needing to go to tribunal.

For more details, visit Doncaster's Local Offer: [Appeals and Disagreements](#).

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Doncaster's local offer. Doncaster publishes information about the local offer on their website: <https://www.doncaster.gov.uk/services/schools/local-offer-send>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: <https://www.doncaster.gov.uk/services/schools/sendias>

Local charities that offer information and support to families of children with SEND are Doncaster Parents Voice. Their information can be found here: <https://www.doncasterparentsvoice.co.uk/>

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

## 19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The four areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages