

School Name: Flanderwell Primary School**Address: Greenfield Court, Flanderwell, Rotherham, South Yorkshire, S66 2JF****Contact details: Telephone: 01709 546771****Email: flanderwell.junior-infant@rotherham.gov.uk****Website: <https://flanderwell.co.uk>****Age Group: 3-11****Number on roll: 312 Number on SEN register: 49 SEN No with EHCP: 2****SEN Coordinator: Alison Brown****Lead Governor for SEND: Mrs Rebecca Allard****Link to current SEND policy:****Do you focus on a particular specialism within school? If so, what? N/A****Any Additional Information:**

Please provide the name and email of a contact should any of the information provided lead to a query: Alison Adair, HeadTeacher, sapaadair@rgfl.org Alison Brown, SENCO, flpabrown@rgfl.org

Summary of Services/Support at Flanderwell Primary School

		Universal	Additional School Support (no EHC plan)	With EHC
	Autistic Spectrum Condition	Support from the ACT service including parent workshop, class targets and guidance for unstructured times of play.	Learning Support Mentor provides social group interventions, delivers the ASD 12 week programme and bonding through play sessions.	Direct and frequent social group interventions. Each child has a designated Key worker for adult social scaffolding.
	Speech, Language and Communication Needs	Class based observations, 1:1 phonics interventions,	Learning Support Interventions working towards individual	Learning Support Interventions and additional 1:1 communication

		referral to Speech and Language Therapy.	speech and language targets.	and language interventions.
	Moderate Learning Needs	Differentiated teaching to match learning needs.	Learning support interventions working towards and individual provision map.	Daily 1:1 target intervention with a Key Worker. Personalised Education plan and timetable.
	Specific Learning Difficulties	Visual aids and individual learning support tools in each classroom. Access to learning targets.	Individual targets met during interventions three times a week and during differentiated class learning.	Daily 1:1 target interventions with a Key Worker. Personalised Education plan and timetable.
	Social Needs	Pastoral care from the Learning Support mentor. Weekly social intervention groups.	Working towards individual targets, during weekly social group interventions.	3 times a week social group intervention with the Learning Support Mentor.
	Emotional Needs	Pastoral care from the Learning Support mentor. 1:1 support.	Adaptation of classroom adult structure to provide a Key Worker for emotional support.	Weekly sessions with the Learning Support Mentor for mentoring sessions.
	Mental Health Needs	In school support from the Learning Support Mentor.	Access to the MIND service.	Access to the MIND service and observations by the Educational Psychologist.
	Hearing Impairment Needs	Referrals made to Hearing Impaired Service.	Support and advice from Hearing Impaired Service when required.	
	Visual Impairment Needs	Referrals made to Visually Impaired Service.	Support and advice from Visually Impaired Service when required	
	Multi-Sensory Impairment Needs	N/A		
	Physical Needs	N/A		
	Medical Needs	An individual health care plan is to be made which is accessible to all members of staff.	In addition to the IHC, an individual risk assessment and provision map will be in place.	A Key Worker is also assigned to deal with any additional needs and medication allocations.

Type of Support	Details
Whole school Behaviour Strategy/System	<p>The behaviour policy within school supports a positive reward system and the use of praise to encourage appropriate behaviours. Children work towards a class Star of the Day Reward, which can be adapted to individual Star of the Day charts for children with specific needs. With support from the Educational Psychologist and the ACT service, individual behaviour support plans with positive consequences have been formulated.</p>
Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND	<p>All children are taught within mixed ability mainstream classes alongside their peers. Learning is differentiated in accordance with individual targets and class based provision maps. Groupings within class, match children of similar abilities to work towards a group target. Peer support and the use of talk partners is an integral part of classroom practise and independence is modelled and praised often.</p>
Support/supervision at unstructured times of the day including personal care	<p>The Learning Support Mentor within school, Karen Sheriff, is available to provide pastoral care to individual pupils with specific emotional or behavioural issues at unstructured times of the day. A space for games or art activities is provided as part of a choice system for children who require adult guidance during long periods of social interaction. In some specific cases, arrangements have been made for children to remain in their own classes with Teachers or Teaching Assistants on a choice based system.</p> <p>All children are given the opportunity to play outdoors with adult support from on duty Teachers/Teaching Assistant/Lunch Time Supervisors, who are all briefed on the needs of individual learners.</p> <p>Also, a peer group called, 'Playground Buddies', is available for children to independently access. This includes children of a particularly caring temperament to help others to interact.</p> <p>When children require support in relation to personal care, a designated Key Worker has been allocated to monitor and support children within the class. Key Workers are the members of staff who have the most supportive relationship with the child, either the Teacher or TA.</p>
Planning for, assessment of, and identification of children with SEND	<p>Planning for the individual needs of learners is conducted by the Class Teacher taking into consideration individual targets. These targets are also planned into Learning Support Interventions by the designated LSI Teacher in conjunction with Class Teachers. This formulates AFL for next weeks planning for both in class differentiation and intervention programmes.</p> <p>The progress of SEN learners is assessed summatively every half term. The Class Teacher and Head Teacher take part in a data analysis meeting to identify the level of progress and attainment of individuals and plan the next steps forward to close any gaps.</p> <p>Information gathered from these meetings is then shared between HeadTeacher, SENCO and Governors. The outcomes of the data analysis formulate the basis of the provision map for the next half term. Concerns are raised if a child is identified to be making no level progress, even when teaching is targeted at a child's particular area of need, if a child demonstrates a difficulty in Literacy or Maths skills which affects other curriculum areas or EYFS baseline assessments indicate future areas of concern. Also considering any sensory or physical problems which show no signs of progress despite targeted support,</p>

	<p>persistent emotional or behavioural issues which impact upon learning or communication or interaction difficulties which do not show progress despite a change in curriculum. If a significant need is presented or if there is external agency involvement, children will then be registered as Informal SEN Support or Formal SEN Support after discussion with parents and all professionals involved with the child.</p> <p>A diary of intervention is kept for each individual child to register and record and support given within school or by external agencies at each stage.</p> <p>The HeadTeacher, SENCO, Class Teacher and LSS Teacher then discuss any further approaches to planning which could address areas of need for the child such as differentiated learning materials, group or individual support, staff development or training or access to LEA support services.</p>
<p>Staff training for meeting needs of children with SEND</p>	<p>Specific training for Read, Write, Inc phonics was provided for all staff this year to support the development of reading efficiency for children in all Key Stages. KS2 staff work with 1:1 and small groups of SEND learners in the Fresh Start Programme and KS1/EYFS staff work 1:1 in interventions for SEND learners.</p> <p>Over the past three years, individual Teaching Assistants have received training for specific interventions: eg KS2: Springboard Maths, Reading for Meaning, KS1: First Class at Number, Reading Rescue.</p> <p>Regular updates on any significant areas of concern or praise of good development are shared within staff meetings.</p>
<p>Liaison/communication with parents</p>	<p>Parents views and contributions are valued highly and we believe they are a crucial contribution to the outcome of progress for SEND learners. Therefore, parents are invited to a cycle of termly reviews for Formal SEN Support and EHCP Reviews to discuss any concerns or needs. Parents have the opportunity to provide a written record of their views if they wish.</p> <p>In the meetings, parents discuss the progress of the child towards their individual targets and professionals share the specific teaching approaches or intervention styles which have been implemented within the last term.</p> <p>Parents are encouraged to primarily contact their child's Class Teacher with any concerns over their child's learning. Alternatively, the SENCO is available to be contacted for any specific queries at all times through before/after school meetings or phone calls.</p> <p>Intermittent meetings, between termly reviews, have been arranged with Parents, Class Teacher, SENCO, Learning Support Mentor and Senior Leadership to broach any matters that are of concern.</p>
<p>Liaison/communication with children and young people</p>	<p>A new format for individual targets aims to provide a more child friendly document. They now use child friendly language to encourage the child to take ownership and understand their learning targets. The target cards also include the child's current attainment against each target along with success criteria so the child is aware that they are working towards an achievable goal.</p> <p>The SENCO and Learning Support Mentor work closely with the children to discuss their views on their areas of strength and development. The styles of learning are considered for individual children when approaching interventions and differentiated classroom resources.</p>

	<p>Within review meetings, the Class Teacher shares the child's views on their current level of learning and their emotional and social welfare. Where possible the child is invited to be part of the review meetings.</p>
Liaison/communication with External Services	<p>The school will deliberate whether the child's learning needs can be addressed within differentiated school provision, implementing a variety of learning approaches or targeted learning combined with a series of class based observations and assessments before approaching external agencies.</p> <p>When school seeks the support of external agencies, the records of intervention are shared with the professional.</p> <p>Any reports or evaluations for external agencies are shared with Head Teacher, SENCO, Class Teacher/TA and parents as soon as possible. These targets then form the basis or influence adaptation of individual targets.</p>
Access to medical intervention or provision for medical needs	<p>All staff who work with the child, including class based and dinnertime staff, are aware of their individual medical plan which is easily accessible in the Head Teachers office and in the class based file. The plan is made readily available to any supply Teaching staff or external agency staff.</p> <p>Individual Health Care plans will be provided for children where necessary and in consultation with parents and healthcare professionals. These plans provide information on the symptoms, signs, triggers and treatment of specific conditions and the needs and specific level of support required for each child.</p> <p>These documents are consistently reviewed and updated in the case of any new diagnosis, periods of absence or change to medication/level of support.</p> <p>In relation to school trips, a specific risk assessment will be devised based on the information provided in the IHC plan and in consultation with parents.</p>
Transition Provision	<p>The school has very good links with the local Secondary School. Representatives from Wickersley School & Sports College are invited to EHCP reviews of Year 6 children or the reviews of any KS2 SEND children where parents request support and guidance for the future. Year 6 children are allocated a Key Worker who creates their transition passport and additional transition days are arranged.</p> <p>Children entering the EYFS receive an initial baseline assessment and any areas of concerns which are raised are closely monitored. Feeder early years providers are asked to provide any prior information on the needs of children.</p> <p>If a SEND learner moves to a different school, a passport is created prior to the move where possible and the SENCO or Class Teacher will contact the school. When this is not possible, due to extraneous circumstances, the records of SEN will be forwarded to the school as soon as possible and the school will be contacted.</p>
Post 16+ Provision (where applicable)	N/A
Transport Provision (where applicable)	N/A