

Treeton C of E Primary School
SEND Information Report
2025-2026

School contact details:

Treeton C E Primary School
Wood Lane
Treeton
Rotherham
S60 5QS
Tel: 0114 269 2677

Email: enquiries@tp.dsat.education

School website: www.treetoncofe.co.uk

Local Offer Rotherham LA website: <https://www.rotherhamsendlocaloffer.org.uk/>

School information:

Executive Headteacher: Mrs S Patton

Head of School: Mrs E Minhas

SENDCo: Mr T Gambles

The Governing Body (Chair of Governors: Mrs K Grandilli) Regular reports are made to our Governing Body about the progress of all children including those with Special Educational Needs.

The information in this document sets out how we, at Treeton C of E Primary School, identify, assess and provide for all pupils with Special Educational Needs at this school.

SEND Co-ordinator (SENDCo)

The SEND Co-ordinator is responsible for Special Educational Needs and Disabilities within the school. This role includes organising and chairing regular review meetings with parents and outside agencies, as appropriate. Liaising with teachers, support staff and outside agencies to ensure that all children's needs are being met. Mr T Gambles is the SEND Co-ordinator at Treeton C of E Primary School.

Treeton C of E Primary School

At Treeton we have adopted the SEND Code of Practice (2014). This is a whole school approach, ensuring continuity and progression as the child moves through school. The development of learning support is seen as a service for the whole school, so that helping children with learning difficulties is an integral part of teaching and learning. The needs of most of our pupils are met in mainstream school without the need for statutory assessment (Education, Health Care Plan).

We consider parents to be our partners in the education of their child and recognise that their help and support is of vital importance to aid their child's learning. When a child is initially identified as having special educational needs, parental views are sought and explored before the child is placed on the SEND Register. Parents are then kept fully informed and involved with their child's progress through regular contact with school.

We recognise the importance of liaison with other outside agencies (see below) as they offer much help and advice in securing the best possible provision for our children with SEND.

Our Aim for Supporting Children with Special Educational Needs

At Treeton we aim to create an inclusive environment which meets the individual needs of every child. We aim for all our children to have full and equal access to all elements of the school curriculum and all other aspects of school life. We have high expectations of everyone, children and adults alike; and provide an inclusive, creative, exciting and relevant curriculum where all can succeed. All children are encouraged to Let their light shine through our key values of: have faith, have courage and have respect.

Admission Arrangements

The Governing Body of Treeton C of E Primary School has an agreed admissions criteria and any children with special educational needs (either with or without an Education, Health Care Plan) will be considered for entry to school as part of the normal admissions criteria. (i.e., a child who meets the school's admission criteria will not be refused entry or discriminated against on the grounds of their special educational need, where that need can be met in a mainstream school - see the current Admissions Policy). We endeavour to provide the best possible education and support within school.

Beginning our Work with Children with Special Educational Needs

Prior to any child with special educational needs being admitted into school, we establish close links with parents, nursery/pre-school staff, previous teachers or SENDCo and any outside agencies involved in supporting the child. This helps school establish specific need and ensures that appropriate support is available from day one to aid transition to our school.

Identification of Children with Special Educational Needs

Once the child is settled in school, the class teacher may have noticed some aspect of a child's performance or development compared to age related expectations, or a specific area which they are finding more difficult and wish to seek extra advice. Concerns may also be expressed by another member of staff who works with the child; parents, who may have noticed something about the child's behaviour or performance that has not been apparent in school; or by another professional such as a doctor, health or social worker.

Following identification of a special educational need or concern, school will support the child according to their need.

The Code of Practice identifies four areas of SEND:

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

1. Communication and Interaction Needs

Autistic Spectrum Condition

School provides class-based support, group or one to one support provided by the class teacher and/or teaching assistant, according to the needs of the individual child. These children would normally have a school Individual Education Plan (IEP). Other outside agencies including the Specialist Inclusion Team (previously known as the Learning Support Service (LSS) and the Autism Communication Team (ACT) may be involved with the child at different times during their school life.

1. Speech, Language and Communication Needs

Children with speech and/or language difficulties may receive support from the Speech and Language Service. This will, where necessary, be supported by teaching assistants in school who will follow the speech and language program provided. A child with speech and language difficulties will sometimes have an IEP especially if this impacts on learning in other areas of the curriculum.

2. Cognition and Learning Needs

If a child has specific learning needs then this will be supported in a variety of ways, initially through quality first teaching in class, where the teacher ensures that the teaching meets the needs of each individual child in their class. Children needing extra support in a specific area of the curriculum may follow a programme for a set length of time in order to give their learning a boost (see intervention programmes). If classroom adjustments and/or an intervention programme does not have the desired outcome, then school may provide small group or one to one support and draw up an IEP which would be reviewed, at least termly, with parents.

3. Social, Emotional and Mental Health Needs

Our school is a caring, supportive and inclusive school. We aim to nurture and support all our children and families and any child with social, emotional or mental health (SEMH) needs would be supported by all members of our school team. Where extra support or advice is needed, school would seek the help of external agencies and in addition offer one to one or small group sessions to meet the needs of individual or small groups of children. Currently we employ a support worker from MIND (the Mental Health Charity) who supports targeted children in school in 6-8 weekly blocks. Other services we work with include the Aspire Outreach Team who can provide 1:1 support for children in weekly blocks of up to 12 weeks to develop their social, emotional and mental health needs.

4. Sensory, Medical and/or Physical Needs

Children with sensory, medical and/or physical needs are assessed on a one-to-one basis and support is designed to meet their individual needs. School would liaise with the appropriate outside agencies to ensure the child's needs are met and reasonable adjustments would be made where appropriate. Our school is all on one level with the

exception of the Upper KS2 building, however ramps are available for easy access. There are also accessible toilets in all buildings.

The Involvement of Outside Agencies

In order for school to meet our children's needs effectively it may be necessary to liaise with outside agencies for further advice. These may include the Specialist Inclusion Team (previously known as the Learning Support Service (LSS), the Autism Communication Team (ACT), the Educational Psychology Service (EPS), CAMHS (Child and Adolescent Mental Health Services), Physiotherapists, Speech and Language Therapists, MIND and the Aspire Outreach Team for example. We always discuss this with parents and seek parental consent before referrals to external support services are made and this is recorded on a child's Diary of Intervention document in the class teacher's SEND file.

SEN Support

Using evidence of observation, assessment and knowledge of a child, the class teacher may feel that the strategies they are currently using with the child are not resulting in the child learning effectively. After the class teacher has expressed a concern, this is then discussed with the child's parents/carers. The class teacher may then consult with the SENDCo or a representative from the Specialist Inclusion Team (formally known as LSS) for advice, and together with parents/carers would then discuss what support can be given in the classroom to support the child. The child may need targeted support which is usually through quality first teaching, within class and/or specific support from the class teacher/teaching assistant, or via an appropriate intervention programme. It is at this point that an IEP (Individual Education Plan) or a SEN Support Plan would be written with appropriate targets set. This would be delivered for at least 10 weeks and reviewed. Parents are involved at every stage in this process.

If the child continues to make little or no progress in specific areas over a sustained period of time, they will be referred to the Specialist Inclusion Team (previously known as LSS), EPS or other agency, as required. In addition, the child may have sensory or physical needs which require additional specialist equipment/support or an ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning. This may mean a referral to HI/VI Services or CDC/CAMHS.

Again, an IEP or SEN Support Plan will be drawn up which will include the advice from outside agencies. The pupil's progress will be reviewed formally, at least termly, in multi-agency meetings.

Individual Education Plans (IEPs)

IEPs record that which is additional to or different from the curriculum plan for all children. It focuses on up to four targets to match the child's needs. These are shared with the child and the parents.

The IEP includes:

- Short term targets set for the child

- Teaching strategies to be used
- Provision to be put in place
- When the plan is to be reviewed
- Success criteria
- Outcomes (when reviewed)

IEPs are reviewed at least termly, as part of parents evening process and/or, in addition to this, with the SENDCo and any other agencies involved with the child. The targets are discussed with parents and their views on the child's progress are sought as part of the review. The child (according to age and understanding) is also involved in reviewing and setting targets.

The SENDCo continues to work closely with the child's teacher, Specialist Inclusion Team teacher and parents to ensure that everything is in place to meet the needs of the child. Decisions about how to provide support are made in discussions with the Head-teacher, SENDCo and class teacher. This is reviewed at least termly and parents'/carers' views are sought in review meetings and used to aid further target setting.

SEN Support Plan

Similar to IEPs, an SEN Support Plan records the provision which is additional to or different from the curriculum plan for all children. The Support Plan focuses on three to five targets to match the child's needs. These are shared with the child and the parents termly and agreed before being finalised. Copies of the SEN Support Plan are sent home termly. The SEN Support Plan document has ten different parts.

The current Special Educational Needs (SEN) support plan provides a format which schools and settings can use to keep a comprehensive record of:

- A child or young person's strengths and areas of needs.
- The child, their family/carers and school setting.
- Professionals involved with that child.
- The child's views – All about me.
- Observations, assessment and progress information.
- Agreed priorities and an agreed plan.
- People/agencies involved within the plan.

The document can be used for any child or young person who staff feel would benefit from this approach. It can also be submitted as part of the evidence if a school or setting feels that a child or young person needs to be considered for an Education, Health and Care (EHC) needs assessment.

Setting and assessing targets

At Treeton, our staff use the Birmingham Toolkit and the Boxall Profile which are both SEND specific toolkits to assess the child's learning levels and set appropriate targets for that child.

The Birmingham Toolkit focuses on attainment in speaking and listening, reading, writing and maths. It is a tool that supports in identifying specific levels of need and ability for pupils with their literacy and maths skills (including speaking and listening). The resource breaks down areas of reading, writing, speaking and listening, core and supplementary maths into discrete skills on a continuum that enables our teachers to set appropriate and aspirational targets and to track progress of each child

The Boxall Profile is a tool which assesses the social, emotional and mental development of pupils. It provides staff with a precise picture of a pupil's strengths, as well as any difficulties which could affect their learning. Based on these results, the Boxall Profile also tells teachers what type of support each pupil needs, providing them with practical strategies and techniques to help them achieve their full potential.

Intervention Programmes

Suitable interventions are always shared with parents and their views are used to move forward with this. At Treeton, we have adopted a variety of proven intervention programmes, such as: Time to Talk, Socially Speaking, Toe by Toe and Precision Teaching.

These programmes are delivered by our Teaching Assistants (TAs) and involve children working one-to-one or in small groups (up to six children), usually, out of the classroom. Our TAs all receive appropriate training and are deployed to work with individuals or groups of children for specific time periods (up to ten weeks). Members from the SI Team support our teachers and TAs in developing personalised programmes for individual children. **The class teacher remains with overall responsibility for the children and quality first teaching is the priority.**

Staff

At Treeton, we operate a whole school approach to inclusion and practice is consistent throughout the school. Inclusion is paramount when new curriculum initiatives are introduced and all staff are aware of the importance of adaptive teaching in their planning and integration of children with special needs in their classes. All staff, including teaching assistants, are given regular opportunities for updated training. Advice is readily available from Rhian Esposito, the school's Specialist Inclusion Team teacher, and Dr Carys Todd, the school's Educational Psychologist, amongst others.

Representatives from the SI Team support school by regularly discussing children receiving support with class teacher/TA, setting objectives for school IEPs and support plans and observing and making assessments of children's progress, which then informs future target setting. The SI Team also liaise with the class teacher and attend some termly review meetings, offering advice and support to parents and school. They also provide ideas and resources for teachers/TAs to use with the children. At our request and with parental consent, a representative from the SI Team will observe any child about whom we have concerns, they are a regular point of contact for advice on most SEN matters.

Education, Health and Care Plan

The special educational needs of the great majority of our children are met effectively within our school setting, through SEN support. However, school may sometimes consider that further assessment is necessary and will discuss this with parents/carers and the professionals who work with the child. If further assessment is necessary, the outcome of this may be an Education, Health and Care Plan (EHCP). Initially, school would draw up a SEN Support Plan which outlines the pupil's strengths, needs, identifies targets for the pupil to work on and details the provision and support that is provided. This is on a plan, do and review basis. Here the school works closely with parents to ensure that the best possible provision is in place to meet their child's needs. The final decision regarding an EHC plan rests with the Local Authority Special Educational Needs Panel. EHC Plans undertake an annual review, along with the (at least) termly reviews of their Support Plan to ensure that a child's needs continue to be met.

Reviewing Provision

The effectiveness of provision is regularly monitored through assessment and review meetings. The progress of all children is monitored in school through the school's assessment tracking system. At Treeton, we use both the Birmingham Toolkit and Boxall Profile assessment trackers to assess and track each child's progress. The effectiveness of support offered to children with special educational needs is also monitored in this way, but also more specifically through regular reviews of targets. Termly review meetings are held to which parents are welcomed, plus any other professionals (SITeam, EPS etc.) who are or have been working with the child. At this meeting we consider progress made, the impact of any extra support received and a discussion takes place to establish what needs to happen next in order for the child to progress further. The views of professionals, parents/carers, teachers and the child are taken into account. The child's views may have been recorded prior to the meeting or where appropriate, the child is invited to the meeting.

The outcome of the review may be that the child continues to receive support through quality first teaching (for example: adaptive teaching in the classroom) or interventions. For those children who are not making progress, perhaps for those children with more complex needs, it may be appropriate to draw up a more detailed SEND Support Plan (see above) and additional support may be requested from other external agencies.

The School's Approach to Teaching Pupils with Special Educational Needs and How the Curriculum/Learning Environment is Adapted.

Treeton C of E Primary School is an inclusive school and we are committed to providing equal opportunities for all pupils. We believe all children are entitled to a broad and balanced curriculum and our aim is to provide a stimulating, supportive environment where all children are motivated, enjoy learning and are able to achieve their full potential, to let their light shine. Whenever possible, work is based on first-hand experience, using a multi-sensory approach. All teachers and TAs use adaptive teaching to meet every child's needs. We aim to promote confidence, self-esteem and independence in all our children.

At Treeton we have a team of highly skilled teachers and teaching assistants who work in partnership to support the children. All children have the right to quality first teaching in the classroom. Careful consideration is given to resources needed to support the learning of all pupils and we have developed a range of resources for SEND/inclusion. An example of these resources are games, to promote enjoyment and motivation whilst children are learning, and these are used as reinforcement of areas taught and planned for in the child's IEP. Specialist equipment for individual needs is purchased when the need arises. A major resource is the teaching assistant's support time.

Zones of Regulation

Children will encounter tricky circumstances that can make them feel a range of emotions. If a child can recognise when they are becoming less regulated, they are able to do something about it to manage their feelings and get themselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice.

In Treeton, we use The Zones of Regulation to support children in being able to recognise, understand and regulate their emotions. The Zones of Regulation organises feelings, states of alertness, and energy levels into four coloured zones – Blue, Green, Yellow, and Red. The common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for children and those who support them. Each classroom has a Zones of Regulation display with the four coloured baskets containing activities to support feelings for each zone.

Staff Training

We have a highly skilled team of teachers and teaching assistants who are trained in a variety of areas of special educational needs. Staff are also trained on an individual basis to meet the needs of each child; for example, medical training needs. Whole staff training, for example on Autism, is also regularly updated. All staff receive appropriate training to provide the correct support for children. The SENDCo attends termly SENDCo Network Meetings organised by the Local Authority to keep up to date with new legislation/documentation.

Consultation with Parents and Carers

At Treeton we operate a policy which ensures we are working in partnership with our parents/carers who are encouraged to take an active and valued part of their children's education. As previously mentioned, review meetings are held regularly where parents and representatives from the various agencies can meet in school.

Consultation with Pupils

The child's views are taken into account when reviewing progress and where appropriate, they may be invited to the meeting. Prior to the meeting the child's views about progress and their next steps learning will be discussed with their teacher/teaching assistant. For those children transferring to Y7, there is an opportunity to meet a member of staff from the secondary school and any necessary extra

transition visits to the new school can be organised. The SENDCo has strong links with the SEND Team at the local secondary school, Aston Academy.

Complaints Procedure

The school will endeavour to keep parents/carers of the child fully involved in the social, emotional and academic progress of their child, whether or not they have a SEND need. If parents/carers have a concern about any aspects of their child's progress through the system outlined in this document, they should initially speak to the Headteacher. If parents feel the conclusion of this meeting is unsatisfactory, they may complain in writing. This letter would be then brought to the attention of the Governing Body and the normal complaint procedure would be followed. The Complaints Policy can be found on the school website.

Transition

As our children move through school, we ensure that class teachers are fully informed of the needs of all pupils including those with special educational needs. If appropriate, receiving class teachers may attend summer review meetings and meet with parents.

In the last term of the year, the current class teacher will provide a phone call to the parent/carer of any child on the SEND register. This is prior to the three transition days (explained below). During this meeting, the teacher will discuss transition, IEP targets and any concern the parent/carer might have. The class teacher will also ask the parent/carer if they would like a phone call from their child's new class teacher. If so, this will be arranged at a convenient time for the parent/carer. During this conversation, information can be shared and questions asked so clarity and consistency are ensured as the child transitions to their next class.

During the last week of term, all children spend three full days in their new classrooms meeting their new class teacher and teaching assistant. Prior to these transition days, teachers will meet in school to pass on transition notes for all children. This may involve things such as: assessment scores, learning styles, strengths, areas for development, interests, friendship groups and medical information etc.

Those children who may find change more challenging have more visits to their new class with their current teaching assistant or other pupils. This may include visits at breaks, for example if moving from EYFS to KS1 or KS1 to KS2 in order to familiarise themselves with a new playground etc. We also create social stories for the child which is a series of pictures to help the child familiarise themselves with their new teacher and learning environment.

As children transfer to Treeton C E Primary School from an Early Years settings we liaise with these care providers and extra visits that are necessary are arranged. Depending on the needs of the child there may be additional liaison with various appropriate outside agencies. The extent to which this is necessary depends upon the needs of each individual child.

As children with special educational needs transfer to secondary school, we liaise with the respective schools, when necessary, usually in the Spring or Summer Term before the children transition to Y7. Staff from the secondary school are invited to review meetings in school in order to meet the child and their parents/carers. School passes on information in the summer term to ensure that there is effective transfer of information specific to each child. Children are invited to go to their respective secondary school for extra visits prior to their full day visit with the rest of the new Y7 cohort. Extra transition plans are put in place for any child with significant special needs. Inclusion Services also provide an important link between the schools across the key phases.

Contact details of Support Services

Specialist Inclusion Team (SITeam): 01709 334077

Educational Psychology Service (EPS): 01709 382121

Speech Therapy Service (SALT): 01709 423842

SENDIASS: 01709 823627

CAMHS: 01709 304809

Reviewed September 2025 by Mr T Gambles
To be reviewed September 2026