

School Name: Treeton CE Primary School**Address: Wood Lane, Treeton, Rotherham, South Yorkshire****Contact details: Telephone: 0114 269 2677****Email: enquiries@tp.dsat.education****Website: <https://treeton-ce-primary-school.secure-primarysite.net/>****Age Group: 3 - 11****Number on roll: 285****Number on SEN/Inclusion register: 40 (SEND) + 48 (Inclusion – 7 of which asthma only))****Number with EHC plans: 2****SEND Coordinator: Mr T Gambles****Link to current SEND policy: school website (<https://treeton-ce-primary-school.secure-primarysite.net/>)**

Please provide the name and email of a contact should any of the information provided lead to a query: Thomas Gambles – email: tgambles@tp.dsat.education

Summary of Services/Support at Treeton C E Primary School

| | | Universal | Additional School Support (no EHC plan) | With EHC |
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| Communication and Interaction Needs | Autistic Spectrum Condition | Teacher/TA in each class, specific adjustments to provision, visual timetables and prompts, differentiation, could have a named SMSA for lunchtime support | Specialist Inclusion Team EPS Aspire Outreach Support Team CAMHS Socially Speaking, Social stories, 5 point scale, passports, Anger Management and calming activities Parent workshops delivered by internal staff and external agencies Time to talk | As before plus: 1 – 1 and small group support |
| | Speech, Language and Communication Needs | Teacher/TA in each class, speech programs, Talking Partners, Phonics programs | Speech and Language therapists, advice on programs and targeted TA support 1:1 or small group to deliver this Talking partners, Speechlink | None at present |

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| Cognition and Learning Needs | Moderate Learning Difficulties | Teacher/TA support in class, differentiation, additional practical apparatus and first-hand experience External agency support services | SITeam. EPS. CAMHS Appropriate Wave 3 Interventions e.g. Fischer Family Trust program, Precision Teaching, individualised learning program, personalised curriculum | None at present |
| | Specific Learning Difficulties | Teacher/TA support in class, differentiation, additional practical/visual apparatus and first-hand experience, alternative methods of recording including Clicker, Talk Tins, use of coloured overlays / reading rulers etc. | SITead. EPS. READ. Interventions eg, Fischer Family Trust, Precision Teaching, Toe by Toe, individualised structured learning program, personalised curriculum, additional time for SATs Above tailored to Individual Education Plan (IEP) | As additional school support including 1:1 tailored to EHCP targets |
| Social, Emotional and Mental Health Needs | Social Needs | Teachers/TAs support and named SMSAs, PSHE, Circle Time, assemblies | Aspire Outreach Team, CAMHS, SITeam, EPS, Social Skills programs, Social stories, passport for transition | As additional school support including 1:1 tailored to EHCP targets |
| | Emotional Needs | Teachers/TAs support and named SMSAs, PSHE, Circle Time, 5 point scale, assemblies | Aspire Outreach Team, MIND support, CAMHS, SITeam, EPS, Social Skills programs, Social stories, calming strategies / area, passport for transition | As additional school support including 1:1 tailored to EHCP targets |
| | Mental Health Needs | Teachers/TAs support and named SMSAs, PSHE, Circle Time, SEAL | Aspire Outreach Team, MIND support, CAMHS, SITeam, EPS, Social Skills programs, Social stories, calming / anxiety strategies / area, passport for transition | As additional school support including 1:1 tailored to EHCP targets |
| Sensory and Physical Needs | Hearing Impairment Needs | Teacher/ TA awareness and training Reasonable | HI service monitor pupil and give advice TA small group and 1:1 support tailored to | As additional school support including 1:1 tailored to EHCP targets |

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| | | adjustments | IEP targets | |
| | Visual Impairment Needs | Teacher/ TA awareness, enlarge print, make appropriate adaptations | VI service monitor pupil and give advice TA small group and 1:1 support tailored to IEP targets | As additional school support including 1:1 tailored to EHCP targets |
| | Multi-Sensory Impairment Needs | N/A | N/A | N/A |
| Physical and Medical Needs | Physical Needs | N/A | N/A | N/A |
| | Medical Needs | Teacher/TA/other adult support, individual care plan in place, additional needs team, school nurse, regular updated training, TAC meetings | Teacher/TA/other adult support, individual care plan in place, additional needs team, school nurse, regular updated training, TAC meetings | As additional school support including 1:1 tailored to EHCP targets |

| Type of Support | Details |
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| Whole school Behaviour Strategy/System | Whole school behaviour policy with an emphasis on rewarding/encouraging positive behaviour. Use of reward and consequence ladder – a very effective tool for all pupils including those with SEN. Use of reward stickers SMSAs. Playground leaders to model and promote games and encourage friendships at breaks and lunchtimes. |
| Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND | We offer an inclusive education with full and equal access to a broad, balanced and suitably differentiated curriculum including the National Curriculum. Children are usually taught within mixed ability mainstream classes alongside their peers. Learning is differentiated in accordance with individual targets (IEP). Peer support and the use of talk partners is an integral part of classroom practise and independence is modelled and praised often. |
| Support/supervision at unstructured times of the day including personal care | Where appropriate, children with additional medical needs are provided with TA/SMSA support during breaks and lunchtimes. 1:1 support is provided for children who need support with personal care. Care plans updated, at least, annually and shared with all staff. Focussed activities are available for children with specific needs (e.g. Lego, building or others of their choice). Playground leaders are children who have been specifically trained to lead and deliver activities during unstructured times. |
| Planning for, assessment of, and | A graduated approach towards the identification, |

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| identification of children with SEND | <p>assessment and planning for children with SEND is current practice in school. Children may be identified by their class teacher/parents as having additional needs, appropriate actions are taken to address the needs, targets are set, provision provided and these are reviewed and evaluated regularly as part of the plan, do, review process. If a child continues to cause concern this is discussed with parents and the child is then placed on the SEN register. Advice from SENDCO is provided and further advice is requested from external agencies. Progress is monitored and reviewed at least termly, often more frequently, and discussed at Pupil Progress Reviews (PPRs). Outcomes from discussions at PPRs are fed into the intervention/support provision map for the following half-term and reviewed regularly.</p> <p>A meeting log is kept for each individual child to register records and support given within school or by external agencies at each stage using the Provision Map online tool.</p> |
| Staff training for meeting needs of children with SEND | <p>All staff are regularly trained so that practice is up-to-date and appropriate to meet the needs of all children. All staff are trained in first aid with three designated staff having enhanced paediatric first aid. TAs are highly trained in a variety of Interventions. Epipen training, epilepsy and specific medical training is up-dated regularly.</p> |
| Liaison/communication with parents | <p>Parents views are valued highly and are crucial to the outcomes of progress for all children, especially those who have SEND needs. Parents are welcomed to a cycle of termly reviews for children with IEPs, Support Plans and EHCP Reviews to discuss any concerns or needs.</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, SENDCO, external agencies involved with the child or family and SLT to broach any matters that are of concern.</p> |
| Liaison/communication with children and young people | <p>Communication with children occurs constantly, with their views being taken into account. Prior to review meetings pupils' views are sought and considered in the target setting process. Children are asked key questions, for example, what do you think is working well in school? Pupil's views may be given personally at review meetings, if appropriate.</p> |
| Liaison/communication with External Services | <p>Regular communication with outside agencies is undertaken to ensure that all involved with a pupil are up-to-date and practice and guidance is followed. Written or verbal feedback and recommendations from external agencies feed into the review and target setting process</p> |

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| | and is shared and discussed with parents. |
| Access to medical intervention or provision for medical needs | <p>Individual care plans are created using medical advice, where possible. These care plans are stored on the staff server, and in paper format in the school office. This is shared with all staff members to ensure a consistent approach. These care 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 individual care plan and in consultation with parents.</p> <p>Regularly updated medical administration policy. Care plans in place and staff fully and regularly trained to cater for all pupils with specific medical needs. Intimate care policy in place, reviewed regularly and up-dated.</p> |
| Transition Provision | <p>The school has strong links with the local Secondary School. Representatives from Aston Academy are invited to EHCP reviews from the Summer Term of Y5 or the reviews of any KS2 SEND children where parents request support and guidance for the future.</p> <p>Extra visits are often organised to allow the pupil to visit their new school/setting and become familiar with the environment and adults there. Discussions around strategies, targets and aims are shared. All documents, such as IEPs, diaries of intervention, and any other formal documentation are passed on to the new setting. Specific arrangements around the needs of the child are put in place based on information passed on from parents and the previous setting. Eg. Visual timetables, care plans, medical training, enhanced supervision, 1:1 support where necessary.</p> |

Updated October 2023~ Mr Thomas Gambles