



The White Horse Federation – Tregoze Primary School

Address:- Sleaford Close, Grange Park, Swindon, Wilts, SN5 6JU.

Website:- www.thewhitehorsefederation.org.uk

School opening hours for the children:- 8:40 – 15:15 Mon-Thurs and 8:40-13:00 on Friday

Point of contact:- Helen Tudor Principal 01793 876800 admin@tregoze-pri.swindon.sch.uk

Type of Provision:- Primary Education

Age range:- We cater for children aged 4 - 11

Admission arrangements:- The White Horse Federation subscribes to the Swindon Borough Council admissions procedures and policies. Parents can apply through Swindon Borough Council for Primary School admissions.

Referrals:- Children can be referred to the school if they are accommodated by the Local Authority or if they have an Education Health and Care Plan on parental request.

Cost:- Pupil Premium funding will follow the child as well as funding from Swindon Borough Council.

Partnership agencies:- We work with;

- Educational Psychologists,
- Speech and Language Therapists,
- Occupational Therapists,
- SpLD Advisory service ,
- ASD Advisory Service, (ARC)
- TaMHS,
- Visual impairment advisory services
- Hearing impairment advisory services
- Assistive technology Service
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- SENDIASS (formerly known as Parent Partnership)
- Family Contact Point / MASH team (Multi-Agency Safeguarding Hub)
- Swindon Virtual School (Child in Care)
- Special Educational Needs Assessment Team (SENAT)
- Education Welfare Officer
- SEMH team (Social, Emotional and Mental Health)
- Young Carers

Curriculum:- The Early Years Foundation Stage Curriculum is followed as is the National Curriculum. Tregoze Primary School has adapted a bespoke school based curriculum that is enquiry based. The needs of the child could influence the curriculum they receive and this will be tailored to individual need.

Assessment:- We assess the pupil's continuously throughout the year; formal and standardised testing alongside teacher assessments are used to judge attainment and progress. These are reported to parents at the end of each school year via the end of year report. Parents are invited to meetings to discuss their child's progress and attainment, through parents' evenings which happen in the Autumn and Spring Terms. In addition to this, parents are also invited to annual reviews for children with an Education Health Care Plan for Special Educational Needs. If situations occur where the child's behaviour is of concern or needs the assistance of Positive Handling, these are reported to the parents the same day and recorded in a Bound and Numbered Book.

Any health concerns are reviewed as is appropriate and necessary and children with a care plan have these reviewed annually with the support of the School Nurse and other professionals as appropriate.

Transition:- Conversations with other professionals through formal meetings will happen prior to children starting at the school and on leaving the school. At these meetings with others professionals we will check funding, write any necessary plans and look at ways of employing staff. There is a bespoke pathway for children coming into school dependent on their need, recognising the strength of parental knowledge and the information that they can share; parental views are essential in the process. Pupils visit the school with their parents at least once before their start date. Any child moving on to another school from us will have a carefully structured plan based on individual need. There is appropriate support given to the receiving school and our Year 6 pupils have a structured transition plan in place in Term 6. If child has an Education Health Care Plan then transitional review will take place in year 5 and possible school options are discussed.

Staff Expertise:- The SENCO is a fully qualified teacher, WHF expectations are that all teachers are responsible and teachers of SEN and have the support of the SENCO to ensure good progress and attainment of all children. All teachers are expected and committed to having a good understanding and awareness of SEND. This is achieved through on-going CPD. Through the school year, a number of staff training sessions are spent on SEND and new practices. Teaching Assistants are employed to support the learning needs of all the children with the exception of targeted support for children with high needs to enable them to access a mainstream curriculum. We also have pastoral support for all pupils when appropriate this includes a Learning Mentor and Family Support Worker.

Monitoring of the effectiveness of the provision:- There are robust systems in place for SENCO to monitor the effectiveness of the school provision these include;

- book scrutiny,
- progress meetings,
- Monitoring the quality of provision for SEN children
- monitoring of planning and
- provision mapping

The SEN Governor will meet with the SENCO and quality assure both procedures and practices are exemplary for children with SEND. Subject leaders/teams also monitor the delivery of their subject and the progress made. The Principal monitors and quality assures the impact of the SEN action plan/School improvement plan. Ofsted and the Local Authority moderate as part of a cycle for ks1 phonics monitoring/ks1 SATs monitoring/KS2 SATs monitoring visit and end of EYFS data to validate or challenge.

Equal Opportunities:- All pupils have equal access to all facilities, activities and resources, regardless of SEND, race, religion, culture, gender, sexuality or disability determined by a thorough rigorous risk assessment procedure.

Spiritual, Moral, Social and Cultural Curriculum:- The WHF is a values based organisation and therefore recognises the contribution that all children can make to all aspects of school life including representation on:

- School council, to which all pupils contribute
- Pupil voice
- Pupil governance
- Community events
- Religious festivals
- Special school days
- Build strong meaningful relationships between staff and pupils
- Measures to prevent bullying
- National initiatives, such as eco-weeks, charity events, religious celebrations

This list is not exhaustive

From the parent carer's point of view:

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- *Once your child has settled into school, it may seem to the teacher that s/he needs extra help. This may be clear to them from observation, or they may do some assessments. It maybe that later on s/he does not make the progress expected.*
- *If your child has been to a preschool, nursery or another school, they will pass on information.*
- *If you have concerns yourself, please talk to your child's class teacher. We have an open door policy at Tregoze and you are welcome to express your concerns to the class teacher at any time however avoiding teaching time. After school is better than in the morning, if this is not possible please phone the school to make an appointment.*
- *If we in school identify any special educational needs we will talk to you about it and tell you what support will be put in place. We may or may not ask your permission to involve one or more of the Partnership Agencies.*

2. How will the school support my child?

The school has many options to enable your child to access mainstream learning, these include the following:

- *A provision map that states how and when a child is supported with what resources are required to enable successful delivering of the support (see Appendix A - Provision Map)*
- *Specialists TAs that are specifically trained in supporting specific and high needs children.*
- *Qualified and trained teaching staff including the SENCO who can advise on strategies to support and help your child to progress*

- Access to other professionals for advice

3. How will the curriculum be matched to my child's needs?

The curriculum is carefully differentiated to meet the needs of every child. That is, it is individually tailored to each pupil. The child is then able to learn at his own level and make the progress s/he needs to make. Children learn in different ways and the learning styles are also catered for, multi-sensory approaches are often used and some children work on a personalised curriculum that is time bound and reviewed regularly.

4. How will I know how my child is doing and how will you help me to support my child's learning?

School will communicate regularly with you and this may include:

- *Informal conversations between parent/carers with the teacher*
- *Discussions around the child's individual learning needs and provision in place*
- *Formal parent/teacher interviews twice a year. Discussions around how to support and help your child at home. As well as an end of year open evening to meet the new class teacher*
- *A full written report at the end of the academic year, including targets for your child to progress*
- *TA conversations with parent/teacher/school*
- *Home school diaries/informal reporting as required*
- *School website with helpful links and strategies to support your child's learning*

This list is not exhaustive

5. What support will there be for my child's/young person's overall well-being?

We are a fully inclusive school and all staff are passionate about the well-being of each child. Our Values Curriculum, in which all adults try to model good behaviour to children, is used throughout the school by all members of staff. Health, safety and well-being are also taught through lessons and assemblies.

Continuous care, support and guidance in class and around school may also include:

- *PSHE curriculum*
- *Fully inclusive school where every child matters,*
- *Enrichment activities (clubs, Pupil Premium activities, residential trips)*
- *Medical care plans/ personal care plans*
- *Staff trained in First Aid*
- *Some staff are trained in positive physical intervention (Team Teach). Any physical intervention is recorded appropriately according to safeguarding and LA guidelines and is reported to parents. Physical intervention is a last resort in order to maintain the safety of a child and others around them. It is always deemed to be reasonable and proportionate to the circumstances they were intended to prevent.*
- *Learning Mentor / Pastoral care*

6. What specialist services and expertise are available at or accessed by the school?

- SENCO
- Educational Psychologists
- Speech and Language Therapists

- Occupational Therapists
- SpLD Advisory service
- ASD Advisory Service
- TaMHS
- Visual impairment advisory services
- Hearing impairment advisory services
- Assistive technology Service
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- SENDIASS (formerly known as Parent Partnership)
- Family Contact Point / MASH team (Multi-Agency Safeguarding Hub)
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- SEMH team (Social, Emotional and Mental Health)
- Young Carers

7. What training are the staff supporting children with SEND had or are having?

All staff have access to CPD which is tailored to the needs of the children. These include:

<u>Training programme</u>	<u>When / Time</u>	<u>Who</u>
Attachment training	2017 , 2019 1 day	Some teaching and TA staff
Speech and Language training	2016-2020	Some teaching and TA staff
CP training and Safeguarding	Yearly updates 2 hours	All staff
Medical training	Yearly updates 1 hour	All staff
First Aid	Yearly updates of basic training 3 year reviews for fully trained staff	Some teaching and TA staff
Team teach positive handling and de-escalation strategies	Reviewed every 2 years 6 or 12 hour course dependent on level	Some teaching and TA staff
ASD basic awareness training	2020 1 hour	All staff
NASCO – National Qualification of SEN co-ordination	2016-2017 One year	SENCO
Dyslexia training	2015 2020 all staff overview	SENCO All Teaching Assistants have basic awareness training
ADHD	2016 2020 all staff overview	SENCO
Language to support positive behaviour	2016, 2020 all staff overview	All lunchtime supervisors received training from EP
Better Reading Partners – reading programme to support children	2 day course 2012	Some teaching and TA staff

Signalong	2012, 2019	Some teaching and support staff
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8. How will my child be included in activities outside the classroom including school trips?

We are a fully inclusive school, however, access to activities outside of the classroom / school trips will be determined through a rigorous risk assessment procedure.

9. How accessible is the school environment?

The school is wheel chair accessible and there is a disabled toilet. Reasonable adjustments are made for children who have a physical, hearing, visual or sensory impairment. The Accessibility plan is available on the school website.

10. How will the school prepare and support my child to join the school or transfer to a new school?

Conversations with other professionals through formal meetings will happen prior to children starting at the school and on leaving the school. At these meetings with other professionals we will check funding, write any necessary plans and look at ways of employing staff. There is a bespoke pathway for children coming into school dependent on their need, recognising the strength of parental knowledge and the information that they can share; parental views are essential in the process. Pupils visit the school with their parents at least once before their start date. Where appropriate home visits take place. Any child moving on to another school from us will have a carefully structured plan based on individual need. There is appropriate support given to the receiving school and our Year 6 pupils have a structured transition plan in place in Term 6. If a child has an Education Health Care Plan then transitional review will take place in year 5 and possible school options are discussed. When children join from another primary school we transfer records and have meetings/ conference calls as needed and appropriate.

11. How are the school's resources allocated and matched to children's special educational needs?

The school has funding for all children including children with Special Educational Needs and Disabilities. In addition, extra funding can be requested to support higher needs children, children with Education Health and Care Plan. The Principal and the SENCO will discuss each child's needs in detail and then ensure that school based provision meets the needs of each child as detailed in the EHCP.

This may include access to:

Additional resources

Additional learning support

Support from outside agencies

OTHER SUPPORT

12. How is the decision made about what type and how much support my child will receive?

- *Through initial assessments and provision mapping*
- *Where appropriate assessments may be sought from partnership agencies*

- *Meetings with teacher/parent and other professionals (where appropriate)*

13. Who can I contact for further information?

- SENCO, Mrs Tina Burbidge on 01793 876800 or admin@tregoze-pri.swindon.sch.uk.

If you wish to discuss the curriculum offer please contact the SENCO, if you wish to discuss your child contact the class teacher, if you have queries or concerns, please contact the Principal who will be happy to meet with you or refer you to other agencies if they may be more helpful.

Appendix A

TREGOZE PRIMARY SCHOOL PROVISION MAP

SEN status; SEN Support EHCP			Name: _____			male/female	
FS1	FS2	YEAR 1	FSM yes/no	EAL yes/no	LAC yes/no		
Provision	Provision	Provision	Provision	Provision	Provision	Provision	Provision
School Counsellor/ Learning Mentor TAMHS FSW TAC 1-1 TA support Small group support Key Skills / immediate response intervention Speech and language FMS GMS Spark - EY Care Plans Visual timetables Nyland Outreach Advisory Teacher for Hearing Impairment Advisory Teacher for vision Impairment Advisory Teacher for physical disabilities Mobility officers	School Counsellor/ Learning Mentor TAMHS FSW TAC 1-1 TA support Small group support Key Skills / immediate response intervention Speech and language FMS GMS Spark - EY Care Plans Visual timetables Nyland outreach Sensory Box 1 Advisory Teacher for Hearing Impairment Advisory Teacher for vision Advisory Teacher for physical disabilities Mobility officers	School Counsellor/ Learning Mentor Nurture Group TAMHS FSW TAC 1-1 TA support Small group support Key Skills / immediate response intervention Speech and language FMS GMS Spark - EY Care Plans Visual timetables Nyland outreach Sensory Box 1 Advisory Teacher for Hearing Impairment Advisory Teacher for vision Advisory Teacher for physical disabilities Mobility officers	School Counsellor/ Learning Mentor Nurture Group TAMHS FSW TAC 1-1 TA support Small group support Key Skills / immediate response intervention Speech and language FMS GMS Spark - EY Care Plans Visual timetables Nyland outreach Sensory Box 1 AAC Advisory Teacher for Hearing Impairment Advisory Teacher for vision Advisory Teacher for physical disabilities Mobility officers	School Counsellor/ Learning Mentor Nurture Group TAMHS FSW TAC 1-1 TA support Small group support Key Skills / immediate response intervention Speech and language FMS GMS SPARKS Care plans Visual timetables Nyland outreach Sensory Box 2 AAC Advisory Teacher for Hearing Impairment Advisory Teacher for vision Advisory Teacher for physical disabilities Mobility officers	School Counsellor/ Learning Mentor Nurture Group TAMHS FSW TAC 1-1 TA support Small group support Key Skills / immediate response intervention Speech and language FMS GMS SPARKS Care plans Visual timetables Nyland outreach Sensory Box 2 AAC Advisory Teacher for Hearing Impairment Advisory Teacher for vision Advisory Teacher for physical disabilities Mobility officers	School Counsellor/ Learning Mentor Nurture Group TAMHS FSW TAC 1-1 TA support Small group support Key Skills / immediate response intervention Speech and language FMS GMS SPARKS Care plans Visual timetables Nyland outreach Sensory Box 2 Toe-by-Toe AAC Advisory Teacher for Hearing Impairment Advisory Teacher for vision Advisory Teacher for physical disabilities Mobility officers	School Counsellor/ Learning Mentor Nurture Group TAMHS TAC FSW 1-1 TA support Small group support Key Skills / immediate response intervention Speech and language FMS GMS SPARKS Care plans Visual timetables Nyland outreach Sensory Box 2 Toe-by-Toe AAC Advisory Teacher for Hearing Impairment Advisory Teacher for vision Advisory Teacher for physical disabilities Mobility officers

Appendix B – Glossary of Terms

WHF – White Horse Federation

LA – Local Authority (Swindon Borough Council SBC)

SEN / D – Special Educational Needs and Disabilities

SENCO – Special Educational Needs co-ordinator

TA – Teaching Assistant

CP – Child Protection

SENAT – Special Educational Needs Assessment Team

LAC – Looked After Child

PEP – Personal Education Plan

TaMHS – Targeted Mental Health Service

FSW – Family Support Worker

TAC – Team Around the Child

FMS – Fine Motor Skills

GMS – Gross Motor Skills

SPARK-EY / SPARKS – Fine and Gross Motor skills program

Toe-by-Toe – Dyslexia program

AAC – Augmentative and Alternative communication

ADHD – Attention Deficit Hyperactive Disorder

ASD – Autistic Spectrum Disorders

SpLD – Specific Learning Difficulty

SATs – Statutory Assessment Tasks

CPD – Continued Professional Development

FSM – Free School Meals

EAL – English as Additional Language

PP – Pupil Premium