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Principal : Elaine Murphy

The White Horse Federation – The Croft Primary School

Address: Marlborough Lane, Old Town, Swindon, SN3 1RA

School opening hours for the children: 8:40 – 15:15/15:30 Mon-Thurs and 8:30-13:00 on Friday

Point of contact: Elaine Murphy – Principal

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.

Partnership agencies: We work with;

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapist
- SpLD Advisory service
- ASD Advisory Service/ ARC
- Visual impairment advisory services
- Hearing impairment advisory services
- Assistive technology service
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community Paediatrician and Paediatric Therapy)
- SENDIASS
- TAMHS/CAMHS / Mental health trailblazers project me
- Multi-Agency Safeguarding Hub (MASH) • Swindon Virtual School (for Children Looked After)
- Special Educational Needs Assessment Team (SENAT)
- Education Welfare Officer • STEP/SMASH Projects
- SEMH (Social, Emotional, Mental Health) Support Team
- Young Carers
- Swindon Dyslexia Service

The Croft Primary School | Marlborough Lane | Swindon | SN3 1RA

Curriculum: - The Early Years Foundation Stage Curriculum is followed as is the National Curriculum 2014. The curriculum we offer is based on the National Curriculum, but adapted to best meet the needs of all children. At Croft we are enthusiastic about quality, rich text based topics to base teaching and often our lessons are based around the text/book for the term. Other areas, e.g. maths, may be mostly taught as separate subjects to ensure the children cover everything they should. Our curriculum offer can be viewed on the school web site.

Assessment: We assess the pupil's progress and attainment three times a year, reported to parents at regular intervals through the year. Parents are invited to regular meetings to discuss their child's progress and attainment. In addition to this, parents are also invited to annual reviews for children with an Education Health and Care Plan for Special Educational Needs.

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 team and other professionals as appropriate.

Some children who do not have an EHCP may still need a bit of extra support and so we will use the new Swindon Core Standards system to carefully assess a child's needs and plan some very precise and individual support.

In the year 2014-15 a new curriculum arrived alongside a new method of describing children's attainment. Pupils are now assessed as to whether or not they meet the expected standard for a child their age. WTS (working towards standard) if they do not yet fully meet that standard or are still working towards it, EXS (expected standard) if they do meet it and GDS (greater depth standard) if they exceed that standard and are working at a greater depth.

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 if required. 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 transition 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 a transitional review will take place in year 5 and possible school options are discussed.

Staff Expertise:- The SENCO, Miss Karen Myler, is a fully qualified and highly experienced teacher. She gained her National Award for Special Educational Needs Coordinator in 2014.

All teachers are responsible for teaching SEND children in their class, with the support of the SENCO, to ensure the best possible progress and attainment for all children. Teachers have regular training on SEND related issues throughout the school year.

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, ELSA trained staff and Family Support Worker.

In 2019, our learning mentor, Mrs Wendy Hire, completed the ELSA programme. ELSA stands for Emotional Literacy Support Assistant and is a national programme of staff training to support children and young people with Social, Emotional and Mental Health (SEMH) needs run by the Educational Psychology service. It supports practitioners in developing the emotional literacy and overall resiliency of vulnerable children and young people. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.

In 2019, we were successful in maintaining Dyslexia Friendly Schools Award during the re-verification inspection.

Dyslexia Friendly School award is a commitment to ongoing Dyslexia Friendly practice as we continue to strive towards meeting, embedding and improving our practice in each of the Swindon DFS Criteria laid out in the School Standards.

These Standards cover the following four areas:

- Leadership and Management
- Teaching and Learning
- Classroom Environment
- Partnerships with Parents, Carers and Others.

A Re-verification visit is arranged approximately every three years to verify standards of Dyslexia Friendly practice in these four areas, and to evaluate how well the school is progressing with any points for further development identified during the previous re-verification.

Monitoring of the effectiveness of the provision: - There are robust systems in place for the SENCO and senior leadership staff to monitor the effectiveness of the school provision for SEND children.

These include;

- book scrutiny
- progress meetings
- lesson observations of all staff, including the quality of provision for SEND children
- monitoring of planning
- provision mapping
- data analysis
- SEN team meetings

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 Development Plan/School Development 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
- 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.

Bullying of any kind is not tolerated.

All children are taught

- how to recognise bullying,
- why it is harmful,
- what to do if they think they are being bullied
- what happens in school when children bully others

From the parent/carer's point of view:

The Swindon Local Offer can be found using the link below. The Local Offer is a website in Swindon for children and adults who have support needs, giving you correct information and advice at any time.

<https://localoffer.swindon.gov.uk/home>

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 Croft Primary School 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/email 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 following the Swindon Core Standards process.

2. How will the school support my child?

*The school has many options to enable your child to access mainstream learning
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*
- Pupil passports that outline a profile of the child's needs and support that works well for them*
- 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. Your child is then able to learn at his/her own level and make the progress s/he needs to make. Children learn in different ways so different learning styles are recognised and included in teaching. Multi-sensory methods are often used.

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

We look forward to working with you to help your child. We will talk to you about we help your child. Some of this will be written down on the individual provision map. We like to hear what works for your child and we will make suggestions as to how you can help too.

These are some of the ways we communicate; the most important is for you to talk to the class teacher if you are concerned.

- Informal conversations between parent/carers with the class teacher. We welcome communication.*
- Informal conversations between parent/carers with a teaching assistant who works with your child.*
- All children have a reading booklet for home and school to record details of the child's reading.*
- For some children we may use home/school diaries or behaviour charts.*
- Parent/teacher consultations three times a year*

- Formal reports sent home twice a year

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

The school's core work is ensuring the well-being of each child, through care, support and guidance in class and around school. This includes;

- Our Values Curriculum, in which all adults try to model good behaviour to children, as well as teaching through lessons and assemblies.
- Personal, Social and Health Education curriculum
- Enrichment activities (Clubs and activities to broaden life experience, for example Sports and Music)
- School Council
- Medical care plans/ personal care plans
- Most staff are trained in First Aid (staff who cover all areas of the school, all ages of children and the whole school day)
- Any physical intervention is recorded appropriately according to safeguarding and LEA guidelines and is reported to parents.
- Jigsaw Personal, Social, Health Education (PSHE) with mindful approach programme
- Mindfulness in class

Sensory breaks

- Some staff are trained in positive physical intervention (Team Teach). Team Teach uses "positive handling" which is a holistic approach involving policy, guidance, management of the environment and deployment of staff. Team Teach emphasises a spectrum of gradual and graded response to reduce the probability of challenging behaviour escalating towards violence. The emphasis is always on preventative measures; environmental management, diffusion and de-escalation. Where these approaches are insufficient risk-reducing physical interventions are designed to keep people safe as part of a holistic response. Any physical intervention is recorded appropriately according to safeguarding and LEA guidelines and is reported to parents.

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

- SENCO
- Educational Psychologists
- Speech and Language Therapists,
- Occupational Therapist,
- Dyslexia-Specific Learning Difficulties Service
- Swindon Autism Support Service
- Targeted Mental Health Service (TaMHS) & Mental health trailblazers project me
- 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) Parent Partnership
- Family Contact Point
- Children's Centres
- Looked After Children Education Services (LACES)

- Special Educational Needs Assessment Team (SENAT)
- Education Welfare Officer (EWO)
- Social Emotional & Mental Health Support Team
- 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:

Training programme	When	Who
CP & Safeguarding	Yearly	All staff
First Aid	Yearly	Teaching & support staff
Fire safety	Yearly	All staff
Health & Safety	Yearly	All staff
Team Teach positive handling and escalation strategies	Reviewed every 2 years 6 or 12 hour course Dependent on level	Some TAs Some teachers
Delivering a recovery curriculum	July 2020	All staff
Dyslexia friendly strategies	Yearly	All staff
Core standards training	2019/20	All teaching staff
Cyber security training	June 2020	All staff
Mental health awareness	June 2020	All staff
Good practise in Autism	Online course March – July 2020	Some TAs
Understanding depression and low Mood in young people	Online course March – July 2020	Some TAs
Teaching students who have suffer Complex trauma	Online course March – July 2020	Some TAs
How to scaffold writing for SEND learners	September 2020	All staff
PECS training	August 2019	1:1 Teaching assistant
SEN responsibilities	September 2020	Teachers
Signalong training	March 2021	Early Years team
Recognising anxiety in the Early Years.	February 2021	Assistant Principal/Early Year Lead Learning Mentor
The Engagement model training	March 2021	SENDCO
Preparing for Ofsted	March 2021	SENDCO
Mental Health First Aider Training	March 2021	SENDCO
SEND strategies for reading, writing maths	May 2021	ALL STAFF Training led by SENDCO
Wave 4 Trailblazer	June 2021	SENDCo
SENDCo network event- Swindon Borough Council	July 2021	SENDCo
Ofsted SEND Training	July 2021	SENDCo
Enabling Learners with SEND to Make progress with writing	October 2021	SENDCo
Managing anxiety in children and	November 2021	SENDCo & Learning mentor

Young people		
Signalong Training	October 2021 November 2021	X2 staff members Class Teacher & TA
Little Wandle & SEND	December 2021	SENDCo & Phonics Lead teacher
Widgit training	February 2022	SENDCO / Teachers
Little Wandle & SEND	March 2022	SENDCo & Phonics Lead Teacher

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. Accessibility plan available on request.

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 others professionals we will check funding, write 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 the child has an Education Health Care Plan, then a 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, additional funding can be requested to support higher needs children and children with Education Health and Care Plans. 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

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?

- SENDCo- Miss Karen Myler, 01793 430084 or kmyler@thecroft.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.