



# TILERY PRIMARY SCHOOL

## Special Education Needs and Disability Information Report



Reviewed September 2017

# Tilery Primary School

A school ethos that values diversity, promotes inclusion and provides a safe and stimulating environment where friendship, trust and understanding are nurtured.

High quality teaching staff and differentiated teaching and learning ensures that each child has the opportunity to fulfil their potential.

A broad and balanced curriculum is provided which encompasses every aspect of school life, raising standards and celebrating the achievements of all.

A pupil has a special educational need where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

### **How do we identify Special Educational Needs or a disability (SEND)?**

We use a range of information about a child including assessment, observation, tracking of progress, views of parents, the voice of the child and advice from professionals to determine if he/she has a special educational need or disability.

#### **What are the first steps?**

If high quality teaching and differentiation are not helping to make enough difference we will discuss the child's difficulties with their parent/carer and, with their signed consent, record them on the school's register of SEND.

#### **What should parents do if they have a concern?**

If parents/carers feel that their child may have a special educational need or disability they can discuss this with their child's teacher or with Mrs Johnson, the schools Special Educational Needs Coordinator (SENCo).

[More information](#)

### **How will our school teach and support children with SEND?**

Children with SEND are taught in mainstream classes. We have a support base for pupils with significant learning difficulties, where the children are usually taught within a designated class known as 'The Den' with some integration into mainstream classes each week. The proportion of time spent in mainstream class for each child is based on their individual needs. Some children with a Statement or Educational Health and Care Plan have additional adult support within a mainstream class.

#### **Who will be working with your child?**

Qualified teachers and teaching assistants teach children with SEND. Class teachers are responsible for planning, delivering and evaluating learning for all pupils within their class. Qualified teaching assistants support teachers to ensure that children with SEND receive any additional support they require. Some children will work one to one or in a small group with a teacher or teaching assistant for targeted interventions.

#### **What expertise does the school and our staff have in relation to SEND?**

The school has staff that have experience and expertise in helping children with learning difficulties, sensory difficulties and social, emotional and mental health difficulties.

[More information](#)

### **Who will be talking with and keeping in touch with the parent/carer and how often?**

Every child's progress is discussed with their parent/ carer at termly consultations. Parents are also shown how they can support their child at home. Usually, the child is also present at the consultation.

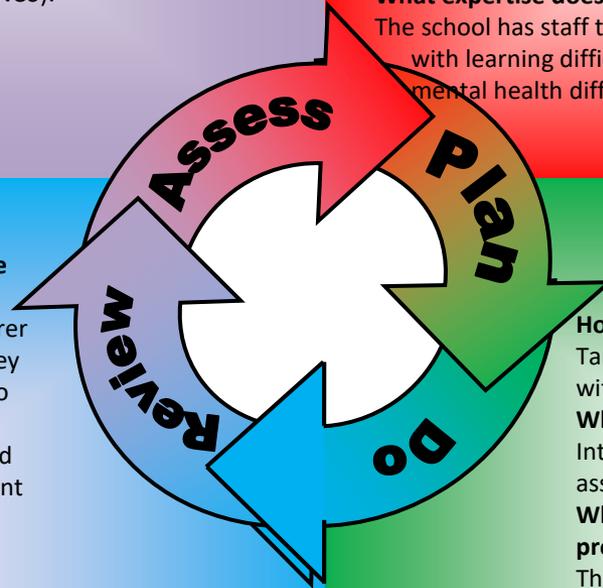
Additional reviews, including Annual reviews will be held for pupils attending the support base or with a Statement of SEN or Education Health and Care Plan.

### **How do we assess and evaluate the provision we have arranged for your child?**

Pupils' targets are recorded in their home/school book and are changed when they have been achieved.

The school has a policy of welcoming and encouraging parents/carers to come into school to talk to relevant staff if they wish to discuss anything about their child.

[More information](#)



**How is the different provision delivered in our school?**  
Targeted interventions are planned and delivered either within the class or in a separate area.

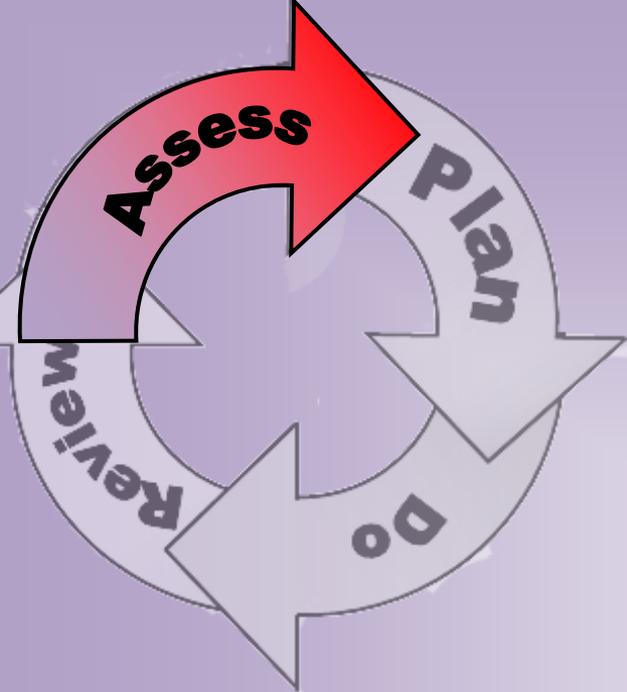
#### **Who will be working with your child?**

Interventions are delivered by teachers, teaching assistants and mentors.

#### **What role will the child's teacher/s play in the additional provision?**

The child's teacher will be responsible for planning and monitoring the provision for the pupils with SEND in their class. They will be supported as required by the SENCo, AHT and leadership team.

[More information](#)



We assess each child's skills and attainment when they join the school, as well as talking to their parent/carer to build a picture of their strengths and needs. If a child transfers from another school or setting, we also gather information from them and from any other services involved with the pupil.

Teachers regularly assess children's progress and record it using Stockton's Progress In Tracking (SPriNT) which is Stockton's assessment and tracking tool for English and Maths. We also test reading and spelling ages every term. At the end of each term teachers record the levels and scores into the schools tracking system. This is used to monitor progress and contributes to the identification of pupils who may have a special need or disability (SEND). If we feel a child has SEND we will discuss this with their parent/carer and, with their agreement, record them on the school's register of SEND. The school will follow the recommended cycle of 'assess, plan, do, review' to meet the child's needs and support them to achieve their potential. This may require further assessment or advice from external services.

The school, led by the governing body, regularly works with the following services to assess and support pupils: Educational Psychology, Speech and Language Therapy, Occupational Therapy, Stockton SEN Support and Advisory Team, Stockton Early Help Team, School Health, Health Visitors, Social Services, Child and Adolescent Mental Health Service (CAMHS), Visually impaired and Hearing Impaired Services.

The SENCo reports to the full governing body on a termly basis.

Mrs L. Johnson is the SENCo, telephone school on 01642 673761 to speak to Mrs Johnson or to make an appointment to see her.

Mrs J. Fidan is the governor with responsibility for SEND. If you want to talk to Mrs Fidan please make arrangements via the school office.

[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental  
Health Difficulties](#)

[Sensory and/or Physical Needs](#)



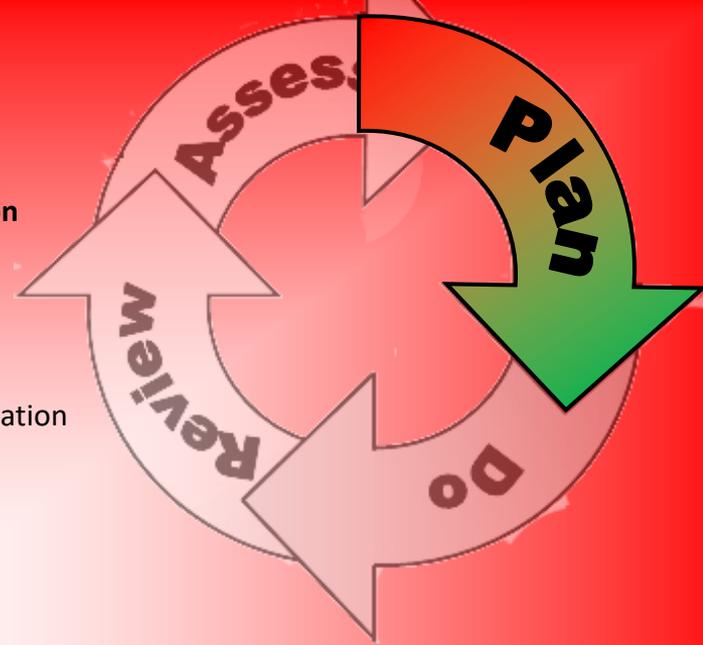
This following pages are about the additional support our school offers children/young people with SEND.

[Main Menu](#)

## Communication and Interaction

We plan and provide for the needs of the children with Communication and Interaction Difficulties in the following ways:-

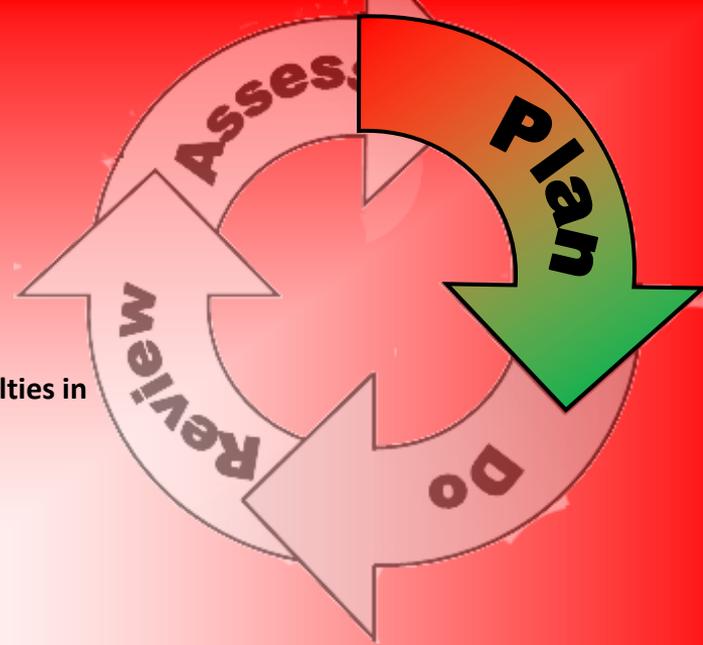
- Making sure staff are aware of any additional needs and know how to respond.
- Differentiating the way we teach to make the curriculum accessible for pupils.
- Providing small group or individual interventions to develop age appropriate communication skills such as Boosting Language Skills and Talking (BLAST) and Time to Talk.
- Direct work with identified children in school by a speech and language therapist.
- Classroom staff deliver programmes provided by a speech and language therapist for identified children.
- Joint meetings with parents, teacher and the S&L therapist held in school to share advice and review progress.
- Low stimulus work areas can be set up in the classroom for pupils with a social communication difficulty.
- We have quiet areas adjacent to most classrooms for children to work when they need less distraction.
- Visual timetables and prompts.
- Extra planning and preparation for pupils with a social communication difficulty prior to visits or changes in the usual routine.
- Access to advice and support from specialist services for children with a diagnosis of a social communication difficulty.
- Referral to other services for assessment, advice and support when appropriate.



## Cognition and Learning

We plan and provide for the needs of the children with Cognition and Learning Difficulties in the following ways:-

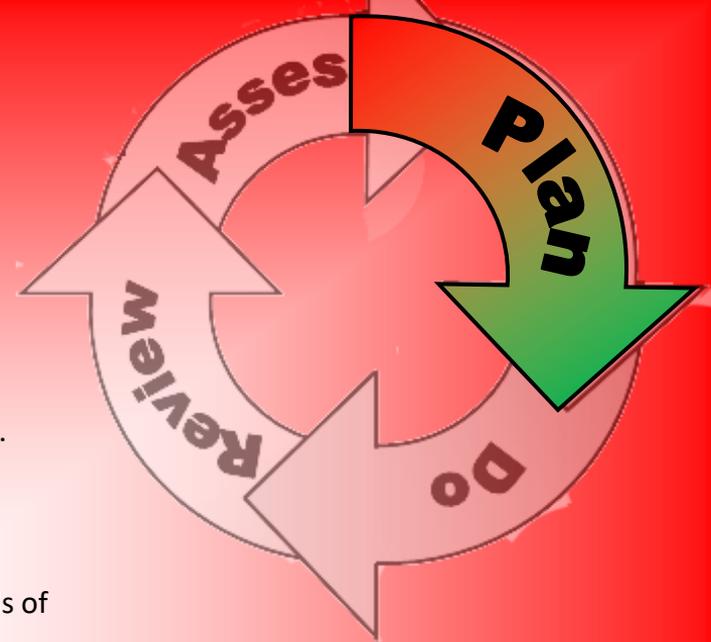
- Making sure staff are aware of any additional needs and know how to respond.
- Differentiating the way we teach to make the curriculum accessible for pupils.
- Providing small group or individual interventions to address specific targets in order to improve reading, writing or maths.
- ICT resources and programmes to support the learning of pupils with SEND.
- Increased access to small group support
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age
- Adaptations to assessments to enable access e.g. readers, scribe, ICT
- Referral to other services for assessment, advice and support when appropriate.



## Sensory and/or Physical Needs

We plan and provide for the needs of the children with Sensory and/or Physical Needs in the following ways:-

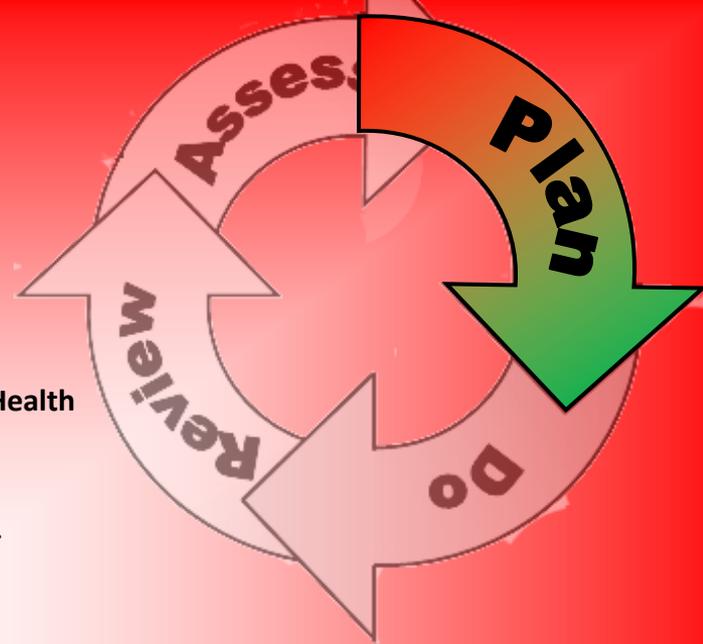
- Making sure staff are aware of any additional needs and know how to support the child.
- Adapting the environment and using aids to support access.
- Differentiating the way we teach to make the curriculum accessible for pupils.
- Make sure staff have the appropriate training to meet the physical and/or medical needs of the child.
- Working together with parents/carers to ensure the correct support for the child.
- Working collaboratively with other services and health care professionals.
- Access to a specialist teacher for the hearing or visually impaired.
- Carry out any required programmes provided by health care professional such as occupational therapy programmes.
- Access to an additional adult or key worker for pupils if appropriate.
- Individual support plans.
- A breakfast club and lunchtime club that can provide a safe and structured environment for vulnerable children.
- Pupil and family support workers who help maintain close links and good communication between home and school.



## Social, Emotional and Mental Health Difficulties

We plan and provide for the needs of the children with Social, Emotional and Mental Health Difficulties in the following ways:-

- Making sure staff are aware of any additional needs and know how to support the child.
- Individual behaviour or support plans.
- Listening to the child and involving them in any behaviour or support plans.
- Individualised incentives or rewards.
- Working together with parents/carers to help the child.
- Working collaboratively with other services and agencies.
- Access to an additional adult or key worker for identified pupils.
- Individual or small group mentoring to develop social and emotional skills.
- A breakfast club and lunchtime club that can provide a safe and structured environment for vulnerable children.
- Referral to other services for assessment, advice and support when appropriate.
- Pupil and family support workers who help maintain close links and good communication between home, school and other services.



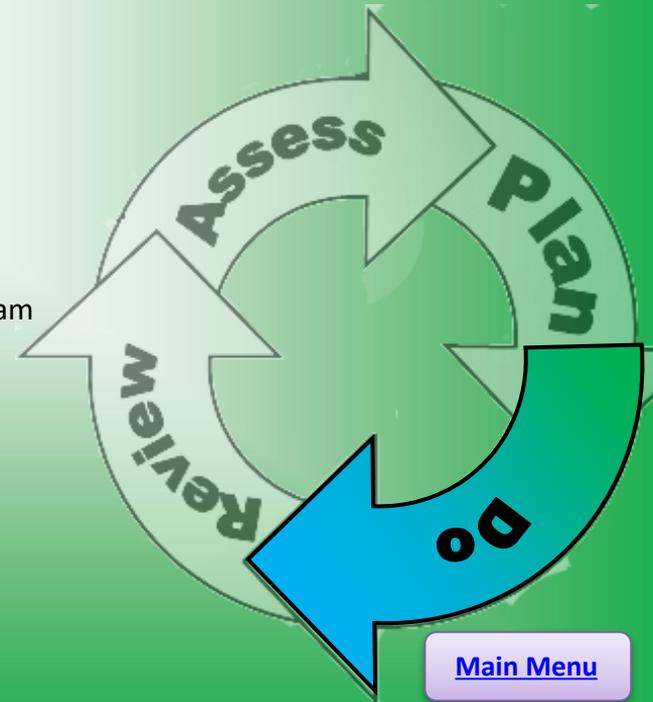
All pupils access all areas of the school curriculum. However, the delivery of the curriculum is differentiated to meet the needs of all pupils within a class including those with SEND. This may include different ways of recording other than writing, the use of practical resources, visual prompts, resources and strategies to help pupils with physical disabilities, specific learning difficulties or sensory processing difficulties.

Class teachers and Teaching assistants deliver targeted interventions for children with SEND. In KS1 and KS2 a non class based teaching assistant is designated to deliver 1:1 and small group lessons to provide intervention for children experiencing literacy difficulties. We have a mentor who delivers targeted programmes each afternoon to small groups to develop their social and emotional skills, build confidence and promote well-being.

Two Pupil and Family Support Workers provide pastoral support for children and families. The school has a pastoral support team that meets regularly to plan and review provision and support for vulnerable pupils.

We have many clubs, trips and enhancement activities and we make special arrangements when necessary to ensure that children with SEND can access these activities. The arrangements we make depend on the child's need or disability.

The school has a KS2 additionally resourced provision for up to ten children with learning difficulties who are working significantly below expected levels. This support base has a designated classroom with practical and ICT resources suitable for pupils with SEND. The children learn in there for the majority of each week but also spend some time in mainstream classes to ensure access to all areas of the curriculum and to maintain links with their age related peers. The proportion of the time spent in the base and in their mainstream class depends on their individual needs and can change as they progress through key stage 2.



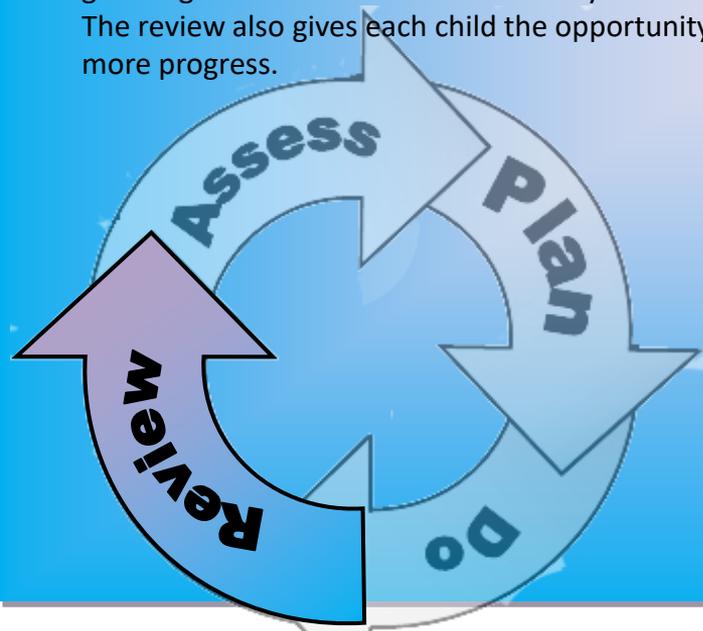
Children's individual targets are reviewed regularly as part of the ongoing assessment and tracking process. When a target has been achieved a new target is set. The time taken to achieve a target will depend on the child and the target. In line with whole school assessment procedures, the attainment and progress of children with SEND will be tracked by class teachers and the leadership team at the end of every term.

Pupil Progress Meetings are held every term – these are meetings where key staff get together to focus on identified pupils, including those with SEND, who aren't making sufficient progress. The focus of the meeting is discuss what the barriers are for individual children and what additional support or further intervention needs to be put in place by school or from external agencies.

The provision provided for a child and the progress they are making is discussed at parental consultations that are held every term and/or at other planned review meetings. Parents are also welcome to come in and talk to teachers or the SENCo in between consultations if they have any concerns or something they want to tell us about their child.

When a child with SEND is transferring from another school the SENCo and/or Pastoral support workers will make contact with the previous school and the parent to make sure we have all the relevant information. This will be shared with the class teacher and any other relevant staff in school. If a child has a statement/EHC plan a meeting will be held in school as soon as possible then every six weeks to review provision and progress. This will be attended by all relevant staff.

Personalised learning reviews are held every term for all pupils. These are one to one conversations between teachers and pupils to give targeted feedback about what they can do well and what they need to do to improve and achieve their next targets. The review also gives each child the opportunity to talk about their learning, any worries they have and what could help them make more progress.



# Tilery Primary School -SEND

- If you have any concerns or complaints about provision for SEND then you can follow the schools complaints procedure. The first person to contact is Mrs L. Johnson, the Special Educational Needs Co-ordinator (SENCO), telephone: 01642 673761. Further complaints can be referred to the Headteacher Mr J.P. Repton.
- Independent Advice and support is provided by Stockton's SEND Information, Advice and Support Service - telephone: (01642) 527158 email: [SENDIASS@stockton.gov.uk](mailto:SENDIASS@stockton.gov.uk)
- The SEN Code of Practice can be found at this website  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/325875/SEND-Code\\_of\\_Practice-June2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/325875/SEND-Code_of_Practice-June2014.pdf)
- As a community school we follow the Stockton-on-Tees school admission policy. Admission arrangements for children can be found on the Stockton website.  
<http://www.stockton.gov.uk/childrenandyoungpeople/schools/schooladmissionsandtransfers/>
- If you would like your child to be admitted to Tilery Primary School, please contact the Head Teacher or school administrators on 01642 673761. Parents are welcome to look around school prior to making a decision to register their child.