TILERY PRIMARY SCHOOL

SEND Information Report

The school SENCo is Mrs M Fender
The school Linked governors for Special Educational Needs and Disability are Mrs K Mole and Mr M Arthur.
Contact either via school, Tel: 01642 673761 or email tileryadmin@nllt.co.uk

Tilery Primary School
SEND Information Report

Introduction

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

Definitions

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 other professionals to determine if he/she has a special educational need or disability.

What are the first steps?

If high quality and adapted teaching 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 Fender, the schools Special Educational Needs Coordinator (SENCo).

How will our school support children with SEND?

Children with SEND are taught in mainstream classes. Work is planned to meet the different needs of each child. Staff in school use an adaptive teaching approach. In class some children may be taught in smaller groups with extra adult support for some lessons. Sometimes they are taught in a small group in a separate area to help them catch up. These specific interventions may be delivered by their own teacher or teaching assistant or by another member of staff. Some children with an 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. Interventions are delivered by teachers, teaching assistants and mentors.

In some cases we use outside services to provide an intervention or support

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. School has a programme of CPD which staff access and they are also encouraged to source their own CPD if they feel it is relevant.

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.
Annual reviews will be held for pupils an 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 blue 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. Information from other services/professionals is also considered when reviewing progress.

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

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.

What if a child joins from another school?
When a child with SEND is transferring from or to another school the SENDCo will make contact with the previous school and the parent to make sure we have all relevant information. This will be shared with the class teacher and any other relevant staff in school. If a child has an EHCP a meeting will be held in school as soon as possible.

Tilery Primary School follows the graduated model set out in the SEND Code of Practice; Assess, Plan, Do, Review.

When identifying pupils who need to be added to the SEND register, we take a graduated response of Assess, Plan, Do, Review.
Staff should follow the following steps if they have noticed any concerns around a pupil's needs which could include the following areas:

- Behaviour
- Presentation
- Progress
- Social and/emotional needs
- Physical needs

The following steps will be taken to identify pupils who need to be added to the SEND register:

Step 1: Initial Discussion	
ASSESS	Initial discussions take place between the SENDCo and teachers, parents/carers, and support staff. This will allow the SENDCo to ascertain if school and the parents/carers share the same concerns.

Step 2: Assessments	
ASSESS	The SENDCo begins to gather information about the pupil by asking all relevant parties to complete an assessment of the pupil (see overleaf). Parents/carers should complete and return this to school within a week of the initial discussion. Identified school staff should also complete and return to the SENDCo within a week of initial discussion.

Step 3: Discussion	
ASSESS AND DO	The SENDCo draws out key information from the completed assessments in step 2 and holds a discussion with parents/carers and school staff about the shared findings. The SENDCo informs parents/carers and staff of the next steps.

Step 4: Observation	
ASSESS AND DO	The SENDCo carries out observations of the pupil in both their classroom environment and during lunch and breaktimes. The SENDCo draws out key findings from observations to form part of their feedback.

Step 5: Feedback	
REVIEW	A meeting, facilitated by the SENDCo, is held for parents/carers and all parties involved are invited to attend. SENDCo feeds back on key findings from the observation and provides no more than **3 next steps**. The SENDCo will arrange to observe again after a suitable period to review the actions that were set.

Step 6: Observation	
REVIEW	The SENDCo will observe the pupil again, looking for progress made against the next steps that were previously set. From this observation, the SENDCo decides on what needs to happen next.

Step 7: Feedback	
REVIEW	A meeting takes place between the SENDCo and parents/carers where the SENDCo feeds back on key findings from the 2nd observation and the next steps of action. If SEND registration is required, the area of need will be discussed. Any agreed provision will be shared with the parents and the graduated response of: Assess, Plan, Do, Review will be explained.

Step 8: Initiate.	
PLAN AND DO	If required, the pupil is added to the SEND register. A Support Plan will be implemented. Where appropriate, referrals will be made to other professionals (Speech & Language, Occupational Therapy etc). Appropriate support will be provided (resources, outreach, intervention etc) alongside any further support needed by parents/carers.

The curriculum

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

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 and in some cases a risk assessment is required.

Additional ways in which we can support children with Communication and interaction difficulties include:

- Providing small group or individual interventions based on age appropriate communication skills
- Direct work with identified children in school by a speech and language therapist or classroom staff delivering programmes provided by SALT.
- Low stimulus work areas
- The use of quiet areas adjacent to classrooms
- Visual timetables and prompts
- Access advice and support from specialist services
- Referral to other services for assessment, advice and support.

Additional ways in which we can support children with Cognition and learning difficulties include:

- Providing small group or individual interventions to address specific targets.
- ICT resources and programmes to support learning

- Increased access to small group support
- Practical aids and resources
- Adaptations to assessments to enable access
- Referral to other services for advice and support.

Additional ways in which we can support children with Sensory and Physical needs include:

- Ensuring staff have appropriate training to meet the physical / medical needs of the child.
- Working together with parents and carers to ensure the correct support.
- Working collaboroatively with other services and health care professionals.
- Access to specialist teachers
- Carry out any required programmes provided by health care professionals such as OT
- Access to an additional key adult or key worker if appropriate.
- Individual support plans or risk assessments
- PSA who helps maintain close links and good communication between home and school.

Additional ways in which we can support children with Social, Emotional and Mental Health difficulties include:

- Individualised incentives and rewards
- Working together with parents and carers
- Working collaboratively with other services and agencies.
- Access to additional adults or key workers
- Individual or small group mentoring to develop social and emotional skills
- Referral to other services for further assessment, advice or support.

Admissions
We follow the Stockton-on-Tees school admission policy. Admission arrangements for children can be found on the Stockton website. https://www.stockton.gov.uk/article/2543/School-transfers-and-in-year-admissions. If you would like your child to be admitted to Tilery Primary School please contact the Head Teacher, SENDCo or school admissions on 01642 673761. Parents are welcome to look around school prior to making a decision to register their child.

Further support or advvice

Independent advice is available to parents from Stockton Special Educational Needs and Disability Information, Advice and Support Service (SEND IASS). This is a free, impartial, and confidential service. They can be contacted by telephone on 01642 527158 or by email at SENDIASS@stockton.gov.uk

Stockton Parent/Carer Forum is a group of parents & Carers of children with Special Educational Needs (SEN) and disabled children. They help parents stay informed about SEND services in Stockton. Their website is http://www.stocktonparentcarerforum.co.uk/ Contact can also be made by telephone or text to 07985 245668

Complaints Procedure
If parents have a concern or complaint about the provision for their child's special educational needs, they should make an appointment with the SENCo or with the Headteacher who will do their best to address their concerns. If parents wish to take their complaint further, they may telephone the school administrator who will put them in touch with a linked governor with responsibility for SEND. Alternatively, they may write to Mrs K Mole and/or Mr M Arthur care of