

Special Educational Needs and Disability Provision at Tatworth Primary School

This page is the SEND report for Tatworth Primary School. Under the Children and Families Bill which became law in 2014. Local Authorities are required to publish, and keep under review, information about service that they expect to be available for children and young people with disabilities and Special Educational Needs (SEN) aged 0-25.

Tatworth Primary School is a Primary Academy for children aged 4 – 11. It has a fully inclusive environment and regards all children as equal. If you have any questions after reading this report then please contact the school direct and ask to speak with the Principal Mr Stephen Clarke or the SENCO, Ms Tracey Hart -NASENCo (01460) 220565.

Tatworth Primary School provides the opportunities and challenges for all children to achieve their best academically and socially and to develop confidence in themselves and respect for others in a secure, learning environment. At Tatworth we ensure that all pupils, regardless of their specific needs or disability, make the best possible progress in school.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs and Disability (SEND)?

The class teachers are responsible for:

- Ensuring the best possible achievements and attainment of every child in their class.
- Directing the provision for all children, matching provision to need.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the SENCO know as necessary.
- Ensuring that the school's SEN and Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach with any SEND.

The SENCO, Ms Tracey Hart is responsible for:

- Coordinating all the support for children with special educational needs and Disabilities (SEND) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in the review process
 - part of planning ahead for them

- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Learning Support Service.
- Updating the school's SEN register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school.

The Principal, Mr Stephen Clarke is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Giving responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEN.

The SEN Governor is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEN.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's teacher in the first instance.
- The concerns may need referring to the SENCO if your child is still not making progress.
- If you continue to feel that your child is still not making progress you should speak to the Principal.

How does the school monitor my child's progress and let me know if they have any concerns about my child's learning in school?

- Your child's progress is continually monitored.
- Each term the Principal, Assessment Coordinator and Class Teacher review every child's progress at Pupil Progress Meetings.
- If your child is then identified as not making at least good progress the school will set up a meeting to discuss this with you in more detail:
 - To listen to any concerns you may have
 - To plan any additional support your child may receive
 - To discuss with you any referrals to outside professionals to support your child's learning.
- When a teacher or a parent has raised concerns about a child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO.

- At Tatworth we have twice yearly Parents Evenings to discuss progress.
- The progress of children with an EHCP, EHA or in receipt of High Needs Funding is formally reviewed at an Annual Review with all adults involved with the child's education.
- Consultation meetings with the Learning Support Service and Educational Psychologist each term.
- A home-school book may be considered to help with communication.

How do we identify whether a child needs to be included on our SEN register?

- Some children have needs already identified by professionals or pre-schools before starting with us in Reception Class.
- Progress for all children is monitored informally on a daily basis during teaching and formally at Pupil Progress meetings each term. Where progress is slow, interventions are provided to overcome any difficulties a child is having in a particular area. If progress continues to be slow then the teacher or the SENCO will use observations and assessments to identify the barrier to learning.

There are four broad areas of need:

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Communication and Interaction Needs
- Sensory and/or physical needs (includes some Medical)
- Somerset Support Services may also be requested to provide professional support in the form of a Learning Support Teacher, Educational Psychologist or specialist teacher to assess and provide guidance for school staff.
- If your child is receiving support different from or additional to that normally available to pupils of the same age then they are likely to be added to our SEN Register. The length of time on the register can vary, it depends on the amount of support needed and this is monitored through the Assess, Plan, Do, Review process.
- When your child's name has been added to the SEN register you will be invited to a meeting to work together with the teacher to develop a Pupil Profile, your child will also be involved with this. Targets will be discussed for your child and these will form part of the review process at your next meeting.

What are the different types of support available for children with SEN in this school?

Class teacher input through excellent targeted classroom teaching known as Quality First Teaching (Wave 1). This means that the teacher will:

- Have high expectations for all the children in their class
- Ensure that all children can access the teaching
- Put in place different ways of teaching so that your child is fully involved in learning in the class
- Put in place specific strategies to support your child to learn

Specific group work within a smaller group of children to fill gaps in learning which the teacher has identified (Wave 2). This may be:

- Run in the classroom during class time, or during other sessions
- Planned by the teacher, or an outside professional like a Speech Therapist

Specific individual intervention - one-to-one work with a Teaching Assistant which follows a plan from a specialist such as Speech and Language or a specific intervention such as Individual Literacy Intervention which focuses on an individual need.

Extra Specialist Support - for children with specific barriers to learning that cannot be overcome through Quality First Teaching. These children will need some extra specialist support from a professional outside the school. You will be asked to come to a meeting to discuss your child's progress and help plan ways forward and will be asked to give your permission for the school to refer your child to a specialist professional at a Consultation Meeting. The professional may assess your child to understand their needs and make recommendations.

Individual support - for children whose learning needs are severe, complex and lifelong and cannot be provided for from the budget available to the school alone. This is usually provided via an Education, Health and Care Plan (EHCP) which will outline long and short term goals and what strategies should be put in place. Usually your child will also need specialist support in school from a professional outside the school.

How is extra support allocated to children?

- The school budget includes money for supporting children with SEN.
- The Principal and SENCO discuss all the information they have about SEN in the school, including:
 - children getting extra support already
 - children needing extra support
 - children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed
 - all resources/training and support are reviewed regularly and changes made as needed
- Making appropriate applications for High Needs Funding if a child meets the criteria specified in the framework.

Who are the other people providing services to children with SEND in this school?

Directly funded by the school

- Teaching Assistants
- ELSA (Emotional Literacy Support Advisor for SEMH)

Paid for centrally by the Local Authority but delivered in school

- Educational Psychology Service
- Learning Support Service
- Language & Communication Team
- PIMS
- Sensory Service for children with visual or hearing needs

Provided and paid for by the Health Service but delivered in school

- School Nurse
- Integrated Therapy Service(Speech, Occupational Therapy and Physiotherapy)

Other External Support

- CAMHS (Child and Adolescent Mental Health Services)
- Get Set

How are the teachers in school supported to work with children with a SEND and what training do they have?

- The SENCO'S job is to support the teachers in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school information and training on SEND issues such as dyslexia, ADHD etc.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will the teaching be adapted for my child with learning needs (SEND)?

- Teachers plan lessons according to the specific needs of all children in their class, and will ensure that your child's needs are met.
- Specific resources and strategies will be used to support your child individually and/or in groups or the whole class.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

What support do we have for you as a parent of a child with an SEND?

- We would like you to talk to your child's teachers, so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

- Homework will be adjusted as needed to your child's individual needs

How have we made Tatworth School accessible to children with SEND?

- As an inclusive school, we ensure these children have the opportunity to take part in all school activities e.g. trips, residential and clubs because we believe in providing the opportunities and challenges for *all* children to achieve their best academically and socially and to develop their confidence and respect for others.
- The necessary risk assessments are carried out for the above. If an individual risk assessment is required this can be carried out in conjunction with the parent, school nurse, outside agency etc.
- The school building is fully wheelchair accessible and has a disabled toilet.
- We ensure that equipment used is accessible to all children regardless of their needs.

How will we support your child with transition?

We recognise that 'moving on' can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

When your child moves from Pre-school to Tatworth Primary School:

- An annual School Entry Planning meeting takes place between the SENCos and Area SENCo to discuss all children transferring from the local pre-school who have been receiving support under the four broad areas of need, are already receiving High Needs Funding for Early Years, have an EHCP or an EHA in place.
- Any information /paperwork are transferred to Tatworth School.
- Your child is likely to be placed on the SEN register for the start of term in September.
- A meeting is held later in the year, after transition, to follow up on information for these children and reassess the SEN register.

When your child moves year group in school:

- Information about your child will be shared with their new teachers
- If your child would be helped by a personalised plan for moving to another year, we will put this in place.
- Children spend some time with their new teacher and in their new classroom before the end of the Summer Term. At Tatworth children often know their new class teacher already because we use specialist teaching, where the teachers teach across a number of different classes. For some children we find this helps to alleviate some of the anxiety that may occur with getting to know a new teacher.

When your child transfers to a Secondary School:

- Local SENCos work closely together when children transfer to the local Secondary Schools.
- An annual meeting takes place with our SENCo and the secondary school's SENCO to discuss the needs of the children on our SEN register.

- For children transferring to our catchment Secondary School-Holyrood Academy we have a transition worker who visits our school to liaise with the children for several terms prior to transition. The transition worker is then familiar to the child when they transfer in September.
- All SEND information/paperwork for your child is passed on to the new school.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

To find a full list of the type of support offered in Somerset to children with an SEND, please refer to the Somerset Choices Local Offer page:

<https://somerset.local-offer.org/>

Helpful websites:

Somerset Choices provide local care and services to help you choose the right care and support, for children and families.

www.somersetchoices.org.uk

Contact a Family provides support, advice and medical information for families with disabled children

www.cafamily.org.uk

SENDirect helps you find the right support, services and information for your family.

www.sendirect.org.uk

Somerset SENDIAS offer free, impartial information and advice for SEN and Disability.

www.somersetsend.org.uk/welcome

Somerset Partnership NHS Foundation Trust provides a wide range of integrated community health, mental health, learning disability and social care services to people of all ages. This website covers information about the type of work our outside agencies undertake. Including, the Integrated Therapy Service-Speech and Language, Occupational Therapy and Physiotherapy. Also, the Children and Adolescent Mental Health Services (CAMHS).

www.sompar.nhs.uk