



Tividale Community Primary School

School Offer and SEN Information Report

Special Educational Need and Disability (SEND)

February 2017

School Overview

Tividale Community Primary School is an inclusive school with 498 children aged 3 - 11. We adopt a child centred approach, ensuring that all pupils are included in all aspects of learning and school life throughout their time with us. We strive to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching. We make sure that additional needs are identified early and we offer a range of provision accordingly.

What is SEND?

At Tividale Community Primary we make provision for children with Special Educational Needs (SEN) and Disabilities within each of the four categories defined in the 2014 SEN code of Practice:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

From time to time some children require additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made in consultation with parents/carers, teachers and the Inclusion Coordinator and based on a variety of factors including: information gained from parents/previous educational setting, academic progress, and/or assessments carried out by teaching staff or other professionals. Support may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by the school and where appropriate by external professionals with regular observations and support. Parents/carers will be kept informed.

Children who require support in terms of their acquisition of English are not considered SEND pupils but as they may require additional support their needs are reflected in our Local Offer and through further interventions within school.

Identifying children who are SEND

Children are identified as having SEND through a variety of ways including the following:-

- Liaison between teachers and parents
- Liaison with the previous educational setting

- Monitoring the child's rate of progress and attainment. This includes monitoring of standardised tests. E.g concerns are triggered if the child scores 85 or below at age related quotients or score on or below 15th percentile on standardised tests.
- Monitoring children working significantly below age related expectations in one or more areas or those who are still a year below despite consistent intervention over time.
- Concerns raised by teachers
- Liaison with external agencies for communication and interaction or sensory and or physical needs i.e. physical, speech and language therapy
- Health diagnosis through paediatrician.

If a child enters school with known SEND, Individual Intervention Plans (IIP) or the equivalent or the Educational Health Care Plan will be given to the school from the previous educational setting. These will be examined and parents will be invited into school to discuss their child's needs with the Inclusion Coordinator and Class Teacher. After a period of consultation and assessment, where appropriate, a new IIP will be drawn up by the school and appropriate interventions will be put into place.

If teachers are concerned about a child's progress, they will inform the Inclusion Coordinator via a Record of Emerging concern form. A meeting/discussion will take place to discuss these concerns and a review of what has been done so far to support the child will take place and/or an assessment or observation will be carried out by the Inclusion Coordinator, depending on the need.

If after discussion with the Inclusion Coordinator it is decided that an IIP is necessary, the teacher will meet with parents/carers to discuss this. If parent/carer agrees to an IIP then in consultation with the Inclusion Coordinator, the Parent/Carer and teacher will have a structured conversation and a Pupil Profile will be created. This is so that a full picture of the child and their needs is created, with all parties concerned given a voice.

The SEND process is via a graduated approach of assess, plan, do and review and is outcome driven. Via Pupil Progress Meetings, the Inclusion Coordinator and teacher will formulate a short term plan to support the child in their area of need, with the aim of accelerating progress. The teacher will keep the parent informed and suggest ways in which the parent can support at home. This action will be reviewed termly and depending on the progress made during this period the child will either:

1. stop receiving the intervention, however the teacher will continue to monitor progress
2. continue the intervention
3. have an alternative intervention put into place

At every stage the teacher will keep parents up to date with any actions and remain the main point of contact.

If parents/carers have any concerns they should approach the class teacher to discuss them. If necessary the teacher will then trigger the above process.

All IIP's are reviewed and progress is measured on a termly basis, through a variety of ways e.g. through assessments relevant to the child's needs, teacher assessments, discussions with parent/carers and colleagues etc. Pupil progress meetings are held where all teaching and support staff attend. Parents/carers are informed of the reviews. If IIP's need to be continued, children will be issued with revised IIP. Parents/carers will be given 2 copies; one for them to keep for their records and one to sign which will be kept in the child's school file.

This process will continue until the child no longer requires additional, timetabled intervention for learning.

If a child has additional needs which are supported through outside agencies, regular meetings will be held with the agencies either school led or parent led. For school led outside agency support, Parents will be kept informed by the class teacher or the agency involved, so that information regarding progress is shared with all parties and that if the parents wish to meet with the agencies in school, meetings will be arranged. For parent led outside agency support we request that parents give permission for information and copies of reports to be shared with school so that school can adapt school based support as effectively as possible.

If a child's needs exceed the notional SEND budget for support (£6000) the Inclusion Coordinator will initiate a Community Assessment Meeting (CAM) to explore whether the child should be assessed by the Local Authority (LA) for an Education, Health, Care Plan (EHCP). If during the CAM meeting it is agreed that an Education, Health and Care Plan is needed, the Inclusion Coordinator will ensure that all paperwork to make a request is sent to the LA when necessary. Parents/carers will be fully involved in this process and their views will be sought as an integral part of the EHCP.

- Education, Health and Care Plans (EHCPs) replaced SEN Statements of Educational needs from September 2014, however, there is a 3 year change over period in which to complete transfers from existing Statements to EHCPs. An EHCP covers a 0-25 age group. It is focussed on outcome rather than provision, it is person centred and may include an element of personal budgets.

What should parents do if they are concerned about the support their child is being given

Parents who have any concerns are strongly encouraged to speak to their child's class teacher who will work with them to support . If the issue can't be resolved at this level then an appointment can be made to meet with Mrs Partridge the Inclusion Coordinator either with or separate from the class teacher, to investigate further and resolve concerns. We always welcome communication from parents as it enables the most relevant and effective support to be given to pupils.

Should the matter remain unresolved parents are encouraged to speak to the Head Teacher Mrs Burnell.

- Further advice and support can be gained from SEND Information, advice and support Services (SEND IASS) formerly Parent Partnership **0121 5551821**

Tivdale Community Primary School's Local Offer

Our School Offer describes the range of provision and support available to support identified children as and when appropriate. This offer is subject to change depending on budgetary constraints and policy review.

Provision to facilitate/support access to the curriculum/independent learning:

- All teachers to ensure that Teacher Standards are adhered (see Appendix 2)
- Small group support in class from the teacher or LSA/LSP
- Access to learning through appropriate differentiation of tasks and activities
- Use of visual support
- Individual/visual timetables and checklists
- Sand timers, where appropriate

- Individual targets
- Scaffolding e.g. writing frames, story maps
- Additional resources, if appropriate

Access to a supportive environment – IT facilities/equipment/resources:

- Use of visual support both in and out of the class to support understanding and facilitate access to the school environment and learning
- Use of interactive whiteboards
- Regular access to computers, laptops, iPads, Notebooks
- Use of resources to enhance independent learning e.g. high frequency word lists, number lines, multi-sensory resources etc.
- Supportive computer programmes/apps
- Teacch Independent Work Stations

Strategies/Intervention to support/develop Numeracy

- Targeted small group support in class by teacher or LSA/LSP
- Withdrawal of small groups or individual pupils for additional Numeracy support
- Use of support resources such as Numicon
- Use of Sandwell Early Numeracy Intervention (SENI)
- Use of 5 minute Numeracy box
- Provision of table top resources e.g. cubes, compare bears etc.
- Wave 3 Numeracy Intervention
- Springboard 3, 4, 5 and 6
- Early Mental Maths support
- Small group Snappy Maths
- Year 6 boosters In Spring and Summer Terms
- Small group learning
- Mathletics

Strategies/Intervention to support/develop Literacy

Reading

- Additional small group reading support in class through guided reading and individual reading
- Reading support outside of classroom from volunteers and Reading Volunteers
- Additional small group literacy support from LSAs and LSPs
- Differentiated and multi-sensory activities
- 5 minute Literacy box 1 and 2
- Provision of table top resources e.g. high frequency word lists, word mats, phonic mats etc.
- Additional Literacy Support (ALS)
- Reading and Thinking
- Looking and Thinking
- Sound Discovery and Rapid – Snappy Phonics
- Small group phonics programmes following Letters and Sounds
- Enable 1:1 reading
- Story Sack
- Bug Club 1:1
- Project X Code

- Year 6 boosters In Spring and Summer Terms
- Rapid Phonics programme
- KS2 Reading Buddies
- Morning 'Breakfast' Reading interventions

Writing

- Alphabet Arcs
- Teoderescu – handwriting development programme
- Alan Peat writing strategies in small groups
- Pie Corbett writing strategies in small groups
- COSST Written Sentence work
- Fisher Family Trust Year 1
- Emergent Writing Year 1
- Writing Sentences Book programme
- Think it, say it, write it, read it small group activity
- Hi 5 wave 3 Literacy intervention
- Co-constructed sentences
- Story Sequencing
- Year 6 boosters In Spring and Summer Terms
- Dough Disco/Gym
- Grammarsaurus

Strategies to support Social, Mental and Emotional Health

- Consistent school wide implementation of the school's behaviour policy
- SEND registration of those pupils whose behaviour difficulties are persistent and constitute a barrier to learning. Provision will include close liaison with parents/carers, possible home/school book to ensure daily communication between home and school, daily behaviour monitoring by staff
- Wide range of pastoral support to support children's behaviour in and beyond the classroom including Learning Mentor support
- Where a pupil's behaviour deteriorates because of inadequate response to the above provision a referral will be made to Preventing Pupil Exclusion (PPE) for advice and guidance
- Nurture
- Circle of Friends
- Anger Management
- Therapeutic mentoring
- Lunchtime Club
- In class Learning Mentor support
- Social group work
- SAM learning (Year 6)
- Art Attack
- Use of visual timetables
- Now and next boards
- Visual choice boards
- 1:1 support in the playground
- Use of Widget picture software
- Pupil Attitudes to Self and School (PASS) Survey
- Talkabout programmes
- Social stories

Support at unstructured times of the day including personal care:

- Trained midday meals supervisors in the dinner hall and playgrounds
- Midday meals supervisors initiating and supporting activities during lunchtime
- Lunchtime Club
- Peer Mentors trained to support play and cooperation in Key Stage 1.
- 1:1 support in the playground
- 1:1 support for feeding

Strategies to support Physical needs:

- Assessment by and intervention by occupational therapist on referral
- Implementation of recommendations by occupational therapist or physiotherapist by an allocated member of staff
- Moving and Handling training is provided for selected staff
- In each Key Stage selected staff are trained in Team Teacch
- Selected staff are trained to use the electronic changing bed and disabled lift
- Provision of support resources e.g. writing wedges, pencil grips, ICT etc.

Access to medical interventions:

- Tividale has adopted the 'Management of Medical Needs' guidance
- Regular meetings between Health and Safety Coordinator, parents/carers, school nurse and designated paediatric trained first aider
- Support staff and midday meals supervisors trained in First Aid
- Staff trained annually in the administration of support and/or medication for Anaphylaxis and EpiPen use
- Selected staff are trained to use the electronic changing bed and disabled lift
- Selected staff are trained in the disposal of bodily fluids
- All staff have signed an indemnity form for the administration of medication
- All requests made by parents/carers for school to administer medication to their child are proceeded through the school's Business Manager in accordance with the 'Management of Medical Needs' Guidance
- Liaison with medical professionals for children with on-going treatment
- Care plans devised and all staff aware of them. A copy of these are kept in a central file in the school office detailing photograph of child, condition and treatment and in a confidential area within the classroom which relevant staff know about

Strategies/programmes to support speech and language

- Assessment by and intervention from a speech and language therapist or referral
- WellComm screening in school followed by the implementation of WellComm groups as appropriate
- Additional support and interventions within class
- Implementation of Speech and Language programmes by LSAs/LSPs
- COSST – Symbol supported verbal sentences
- Use of augmented visual aids and supportive use of visual aids
- Visual timetables
- Picture Exchange Communications (PECS)
- Makaton

- Brainbox
- Pobble 365
- Teacch activities
- Teacch work stations
- Development of individualised social stories
- Expressive language box
- Receptive language box
- Mind maps
- Word webs

Planning and assessment:

- Provision maps (see Appendix 1)
- Pupil Progress Meetings
- Year group Intervention plans by term
- Individual targets
- Differentiated learning activities
- Multi-sensory opportunities
- Incorporation into planning any advice or guidance provided by external professionals supporting individual pupils.
- Early Help referrals to external agencies/social care as required
- Coordinated planning between class teacher and LSA/LSPs or pupils of SEND
- Regular assessment of progress and achievement against national expectations and individual targets.
- Support for transition between phases of education

Engagement with parents/carers – Liaison/communication with parents:

- Opportunities to meet the teacher at the start of the academic year
- Open door policy for parents to meet class teacher or senior management
- Termly progress meetings with parents/carers by class teacher/Inclusion Coordinator/Learning Mentor (as necessary)
- TAF meetings convened where a pupil's/family's needs are assessed as significant
- Support for parents who have concerns

Looked After Children (LAC)

- These children are supported in line with Local Authority guidance.
- Pupil Education Provision (PEP) meetings are attended and all necessary actions are followed through appropriately.

Arrangement for specialist expertise in and outside school:

- Early identification of needs requiring referral to external professionals
- Regular communication and information sharing with an extensive range of external agencies
- Sharing of professional reports with parents
- Support for transition between phases of education

Monitoring and evaluating the impact of the 'additional and different' arrangements – on progress and outcomes for pupils with SEN:

- Regular pupil progress meetings with all relevant teaching and support staff.

- Monitoring of individual targets
- Teacher and LSA/LSP observations
- Analysing data through in school tracking system
- Regular meeting with parents/carers to review child's progress

Dedicated contacts at the school

If you are concerned or have any questions about your child's SEND, you can contact Mrs Jenna Partridge, Assistant Head Inclusion jpartridge@tividale-pri.sandwell.sch.uk or phone 0121 557 1765

Dedicated external contacts

Our Inclusion Coordinator is fully qualified and accredited. We ensure that Learning Support Practitioners (LSPs) and Learning Support Assistants (LSAs) employed are suitably qualified and offer them ongoing training as appropriate.

As a school we work closely with any external agencies that are relevant to individual children's needs. This includes:-

- Sandwell Inclusion support - Advisory Teachers for Learning (SENAT L), Behaviour support teachers (BST), Educational Psychologists (EP), Specific Learning Difficulties Team (SPLD), Complex Communication and Autism team (CCAT)Hearing impairment (HI) **0845 3527552**
- School Nurse **0121 612 2974**
- Speech and Language Therapists
- Occupational Therapists

The Sandwell **Fasta** hotline is for Parents to use, to refer their children to Speech and Language Therapists or Occupational Therapists **0121 612 2010**

- General Practitioners (GPs)
- Physiotherapists
- Clinical Psychologists
- Paediatricians
- Child and Adolescent Mental Health Services (CAMHS) **0121 612 6620**
- SEND Information, advice and support Services (SEND IASS) formerly Parent Partnership **0121 5551821**

**Sandwell has its own SEND Local Offer published at:
<http://www.sandwell.gov.uk/send>**