



Tilston Parochial
CE Primary School

Bringing out the Best in Everyone.
'Encourage one another and build each other up.' Thessalonians 5:11

Special Needs Information Report

Head teacher: Mrs Kelsey Mort

Special Educational Needs and Disabilities Co-ordinator (SENCO): Mrs Pam Edwards

Special Needs and Disabilities Governor: Mrs Sue Fryers

Contact via the school office: 01829 250 204 or email the administrative officer:

Email: admin@tilston.cheshire.sch.uk

At Tilston Parochial Primary School we work hard to ensure that every child is happy, supported, is fully involved in learning and makes good progress. We have an extensive range of support systems in place in order to achieve this and our school building is accessible by all children. Our SEN Co-ordinator (Mrs Edwards) and Headteacher, Mrs Mort have the National SENCO Award. Mrs Mort has a Post Graduate Certificate in SPLD- Dyslexia.

Mrs Edwards offers at least termly meetings for parents and children who are on our Special Needs Register so that everyone is fully engaged and informed and are able to work together as a team to support the child's learning and development.

Children who are supported by an Educational Health Care Plan or Statement, have annual review meetings to celebrate progress and review the provision in place. We work closely with Cheshire West and Chester and Wrexham Education Authorities.

What is the Local Offer?

The Cheshire West's Local Offer

The Children and Families Bill was enacted in September 2014. From this Local Authorities (LA) and schools are required to publish and keep under review information about the services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25. The LA refers to this as the 'Local Offer'.



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Many children require extra support at one time or another during their school career. Most will attend their local school, with their needs being met from existing resources. However, a small number will need extra help throughout their school career.

Where to find help

Email: senteam@cheshirewestandchester.gov.uk

By post: SEN Team, 4 Civic Way, Ellesmere Port, CH65 0BE

Telephone: 0151 337 6505

Local Offer for SEN

The West Cheshire Local Offer website also provides comprehensive local information, advice and support for children and young people with Special Educational Needs or Disabilities (SEND) and their parents or carers, in a single place. It includes information from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child is now available:

<https://livewell.cheshirewestandchester.gov.uk/>

What is the Special Needs Information Report?

The SEN Information Report explains how the school's SEN Policy is used. It explains how help and support works for the children with SEN at Tilston Parochial Primary School. It details what happens and how.

SEND Code of Practice 2014	Provision for Tilston Parochial Primary School
Type of setting	Mainstream Primary School
Specific Age Range	3-11 Years
Number of Places	110
SEND at Tilston Parochial Primary School	
Which types of special educational need does Tilston Parochial Primary School cater for?	We are an inclusive Church of England mainstream setting catering for children with a wide range of needs who are able to access the mainstream curriculum with differentiated support.



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The four board areas of SEND needs are:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have:

difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This may include a range of conditions such as dyslexia, dyscalculia and dyspraxia.



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	<p>Social, Emotional and Mental Health difficulties Some children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p> <p>Sensory and/or Physical needs Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.</p> <p>We are committed to providing a high-quality education for all children in our care.</p>
<p>What are the different types of support available for children with SEND in your school?</p>	<p>We vary the support depending on the individual needs of the child, this will include:</p> <ul style="list-style-type: none"> • Class teacher input via excellent target teaching (Quality First Teaching) <p>In addition to this a child may require support:</p> <ul style="list-style-type: none"> • As part of a small group intervention with one of our wonderful teaching assistants • In Specialist groups run by outside agencies e.g. Speech and Language therapy



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	<ul style="list-style-type: none"> Specified Individual support, usually provided via a Statement of Special Educational Need or and Educational Health and Care Plan (EHCP)
<p>Who would be my first point of contact if I want to discuss something about my child?</p>	<p>If you think your child needs extra help you should:</p> <ul style="list-style-type: none"> Speak to the class teacher and make an appointment to speak to him or her after school. The class teacher may invite the Special Educational Needs Coordinator (SENCO) along to listen to your concerns and help plan next steps where it is needed. You can contact the SENCO by making an appointment with the school office. <p>Please visit Tilston Parochial Primary School website at: www.tilston.cheshire.sch.uk</p> <ul style="list-style-type: none"> The website provides you with all the relevant school policies and documents relating to the provision offered to our pupils.

SEND Identification

<p>How will you teach and support my child with SEND?</p>	<p>All children have their own personalities, strengths and areas for improvement. Teachers and teaching assistants plan work daily for every child based on their assessment of the child's needs.</p> <ul style="list-style-type: none"> We are an inclusive school and aim to provide a learning environment which will meet a wide range of different needs. <ul style="list-style-type: none"> In the school we have a wide range of expertise and skills, which support the teaching, learning and support for pupils with SEND across the school day. We adapt learning across the curriculum to meet individual needs. Sometimes a pupil will need a very personalised approach to learning across the school day; other pupils will need learning differentiated to meet their particular needs whilst still providing challenge. Planning for SEND pupils is done by the individual class teachers and includes quality first teaching.
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	<ul style="list-style-type: none">• Additional adults or key people are used flexibly across the school and may be in a class to support an individual or groups of pupils, or may be supporting pupils during playtimes and lunchtimes. Our aim is to develop the pupil's independence across all areas of learning and the school day. <p>Teachers create class provision maps to show how they are addressing need. Children with SEND have individual targets.</p>
How will the curriculum and learning environment be matched to my child's needs	<p>As an inclusive school we all work within the school curriculum and we adapt the learning environment to ensure all pupils can access their learning at an appropriate level. This may mean that learning and the school environment is differentiated or personalised to meet specific needs and/or it may mean that specialist equipment or adaptations are put in place or that the learning is differentiated to account for individual specific needs.</p> <ul style="list-style-type: none">• We seek professional advice from other agencies, such as the Cheshire West Autism Team, Speech and Language Team and Educational Psychologists to help us match the curriculum and learning environment to a pupil's needs.
How is the decision made about what type and how much support my child will receive? Who will make the decision and on what basis?	<p>When a pupil is first identified as requiring significant additional support, parents will be invited to meet with the class teacher and SENCO, Mrs Edwards.</p> <ul style="list-style-type: none">• During the meeting the desired outcomes for the pupil will be discussed and how these will be achieved will be agreed.• These will be shared with the pupil and his or her views will be included in the decision.• The school has a wide range of expertise and understanding about the type of support a pupil may need, if there are any differences of opinion about the support a pupil needs to achieve the agreed outcomes then outside expert help will be sought to support the decision.



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	<ul style="list-style-type: none">• All resources, training and support are reviewed regularly and changes made as needed.
<p>How will the equipment and facilities to support children with SEND be secured?</p>	<p>If any specialist equipment or facilities are required then, where possible, this will be met from within the school budget, for example a writing slope and scribes for exams.</p> <ul style="list-style-type: none">• Where specialist equipment or facilities are required that the school does not already have, then the school will review the equipment or facilities needed with the parent, pupil and any specialist agency, such as a teacher of the deaf or occupational therapist. This may then be met by the school budget or may form part of the provision within an Education, Health and Care Plan, for example specialist visual aids for a child with a visual impairment.• Some specialist equipment can be secured on loan from specialist agencies
<p>How will you and I know how my child is doing and how will you help me to support their learning?</p>	<p>Your child's progress is continually monitored by the class teacher as part of the graduated approach cycle of 'Assess, Plan, Do, Review'. This is formally reviewed by the Head teacher and SENCO three times a year.</p> <ul style="list-style-type: none">• The SENCO continually monitors the progress and support for pupils with special needs and if she is concerned about any aspect of your child's progress, she will contact you to discuss it.• There are assessments which are statutory and you will receive these at the required time for example: EYFS (Early Years Foundation Stage) baseline, Statutory assessment results.• Pupils with SEND will have 3 School Focused Plan Meetings each year. Parents, pupils, class teacher, outside agencies are part of this process.• Pupils with SEND will have 3 Parents meetings each year, linked to the school cycle of parents' evenings. They will be invited to meet the class teacher to review progress and plan next steps and targets.



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	<ul style="list-style-type: none">• Pupils with a statement or an Education Health and Care plan will have a formal Annual Review each year.• If you are worried or have any concerns between meetings, then you are encouraged to speak to the class teacher or make an appointment to speak to the SENCO.• If the teacher or SENCO has any concerns or worries during the year then they will contact you either directly face to face or by a phone call.• Some pupils and their parents benefit at times from a home/ school contact book.• When a pupil first comes to school or has perhaps had a challenging time, individual daily face-to-face feedback may be needed for a short time.• All pupils receive an Annual Report in the summer term.
<p>How does the school consult with and involve children in planning and reviewing their education?</p>	<p>We encourage the active participation of pupils in all aspects of their learning.</p> <ul style="list-style-type: none">• We have a Pupil voice (School Council) which meets regularly.• Through our marking policy we identify areas of progress and areas that need further development. The pupils are given time to read and respond to the comments daily.• Across the year we talk individually to all pupils about their learning and plan next steps with them.• For the Annual Review process, the pupil's ideas and thoughts about the year are reported. The pupil may be invited to share in part of the review meeting.• We ask pupils about their learning and how they learn best, which is often key to reaching the learning outcomes that have been agreed.
<p>How does the school assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children with SEND?</p>	<p>The Head Teacher and SENCO review the provision and effectiveness for SEND on a regular basis and adapt the provision as required.</p> <ul style="list-style-type: none">• We plan the support for SEND pupils through a Provision Map which is costed.



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	<ul style="list-style-type: none"> • The success of any intervention or support programme is monitored, to ensure that they are both effective and good value for money. • The SEND Governor maintains an overview of the school's provision through liaison with the SENCO. • The SENCO reports termly to the Governing body.
Keeping pupils Safe and supporting their Wellbeing	
<p>How do you ensure that my child stays safe outside of the classroom?</p>	<p>Safety is fundamental to everything we do. We follow the school's safeguarding policy. (see Safeguarding Policy on school website)</p> <ul style="list-style-type: none"> • We aim to include all pupils in all aspects of the school day and the curriculum wherever possible. Some pupil's need a more personalised approach and need extra support at different times of the day. To ensure they stay safe and support their well-being we may, for example, at playtimes provide an alternative quiet space to the playground or at lunch time provide a quieter place than the Hall to eat their dinner. • We carry out risk assessments for all off site activities and residential visits. If we feel a pupil needs extra support to ensure his or her safety and well-being, we will carry out an individual risk assessment, which we will share and discuss with parents. This may then mean, for example, an extra named person is included on the trip. • There is always a first aider included as part of the staff team for all off site activities.
<p>What pastoral support is available to assist with my child's emotional and social development?</p>	<p>The pastoral side of our school is superb. Our school is a nurturing school and all staff are part of the pastoral support system.</p> <ul style="list-style-type: none"> • We understand that pupils with SEND can face many challenges which may impact on their overall well-being and they may need extra pastoral support. After discussion with the pupil and parents we may name a key person to add an extra point of contact and individual support. • Developing friendships can be challenging and to support this we offer a range of different social skills activities, which are often personalised to meet individual needs.



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	<ul style="list-style-type: none"> • We do not tolerate bullying in our school and we follow our school policy (see Behaviour Policy on the school website: www.tilston.cheshire.sch.uk)
<p>How will the school manage my child's medicine or personal care needs?</p>	<p>Only prescribed medication can be administered in school.</p> <p>We have experienced training for administration of various medicines and for meeting the individual needs of children. For children with a long term medical need an individual Health Care Plan will be drawn up and developed by the head teacher, parent, teacher and SENCO.</p>
<p>What support is there for behaviour, avoiding exclusions and increasing attendance?</p>	<p>We have a positive approach to supporting and developing good behaviour.</p> <p>Our Behaviour Policy can be found on our website: www.tilston.cheshire.sch.uk</p> <ul style="list-style-type: none"> • We recognise that challenging behaviour is not a special educational need, but we also recognise that some SEN pupils' behaviour may need extra support and understanding. Parents are involved in identifying and discussing specific issues and an individual behaviour plan is written to identify support and set targets. • If there is a risk of exclusion, parents are fully included in all aspects of the process and outside agencies will be contacted for advice. • Attendance is monitored daily. Where a pupil with special education needs has poor attendance we would seek to discuss this with the parent and where possible seek advice from the Education Welfare Officer (See Attendance Policy at: www.tilston.cheshire.sch.uk)
<p>Working Together & Roles and Responsibilities</p>	
<p>What is the role of my child's class teacher?</p>	<p>The role of the class teacher is:</p> <ul style="list-style-type: none"> • To deliver quality first teaching and adapt it to meet individual pupil's needs. • To check progress across the year and identify where additional help or support may be needed. • To discuss with the SENCO any extra additional help your child may need.



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	<ul style="list-style-type: none"> • To plan with any additional adults or key people the implementation of any extra support or intervention. • To listen to specialist advice and adapt teaching and learning as advised. • To be the first point of contact for parents. • Has overall responsibility for pupils' learning and their day-to-day well-being in school. • To ensure the School's Additional Needs and Inclusion policy is followed in their classroom.
<p>Who else is involved in my child's education?</p>	<p>The Head Teacher</p> <ul style="list-style-type: none"> • SEND Governor • The SENCO • Key worker or a Teaching Assistant may have a role depending on the pupil's needs at the time. Pupils may work with different adults throughout the day. • Outside agencies may have a role, for example speech and language therapist, Autism Team, Educational Psychologist.
<p>What expertise is available in the school in relation to SEND?</p>	<p>The school has a wide range of expertise and skills to support pupils with SEND. These include:</p> <ul style="list-style-type: none"> • A SENCO with the Nationally accredited SENCO award. • All our teachers hold qualified teacher status and staff receive regular training on how best to support our pupils with SEND, for example in dyslexia, autism, ADHD and speech and language when required. • Specialist ELSA Teaching Assistant • Specialist Speech and Language Teaching Assistant
<p>Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social services care)?</p>	<p>SEND provision at Tilston Parochial Primary School is supported by:</p> <ul style="list-style-type: none"> • SENCO cluster meetings each half term to share expertise and knowledge. • Educational psychologists cluster meetings are held half termly. • Support and advice is sought and implemented from external agencies to ensure any barriers to success are identified and responded to. These include the: • Educational Psychologist • SPECTRA- Autism Team



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	<ul style="list-style-type: none"> • Child and Adolescent Mental Health Services (CAMHS) • School Nurse • Medical services such as the Community Paediatrician, the Continence Service, occupational health and physiotherapy. • Speech and Language Therapy Team • Medical Needs Team.
What opportunities are there for parents to become involved in the school and/or become governors?	<p>We encourage parents to be actively involved in the school, for example by:</p> <ul style="list-style-type: none"> • Joining the TSA. • Being a 'Parent helper' in class or as a volunteer reader • Helping on trips. • Introductory Class meetings/Stay and Play visits detail how parents can support their child's learning and signposts events for the year. • Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school
What help and support is available for the family through the school?	The school, led by the SENCO, provides support to parents as required. If a parent wishes to talk to the SENCO then an appointment should be made with the office.
What other support services are there who might help me or my family?	<p>Please look at Cheshire West's Local Offer for further information about the support services available to help you and your family</p> <p>https://livewell.cheshirewestandchester.gov.uk/information/Different_types_of_special_educational_needs_or_di?categoryId=3951</p>
Inclusion and Accessibility	
How will my child be included in activities outside the classroom, including trips?	<p>All pupils are included in all parts of the school curriculum and we aim for all pupils to be included on school trips. We provide the necessary support to ensure this is successful.</p> <p>Risk assessments are carried out for all school trips, if necessary individual needs are identified and supported.</p>
How accessible is the school environment?	<p>We have attempted to make the school grounds as accessible as possible to people with additional needs.</p> <p>The environment, including toilets, is designed to be visually accessible.</p>



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Transition

How will you prepare and support my child to join Tilston Parochial Primary School? How will you support my child when they are leaving the school? Or moving on to another class?

Transition can be a difficult time for both your child and the family.

If your child is moving to another school, we will:

- Endeavour to contact the new school's SENCO and share information about any special arrangements which have been in place to support your child's learning and inclusion.
- We will transfer all records about your child as soon as possible.

If your child is starting in EYFS (Early Years Foundation Stage):

- We would welcome contact from you when you have formally indicated us as your first choice school.

When we know your child is joining our school we will:

- Visit the setting and may put in place extra visits with key workers.
- Meet with you and anyone else who can help prepare and support your child's move to our school.
- We will meet to discuss your child's needs and plan together how we can best meet your child's needs and make the transition to school successful.
- We may decide together that we need an inclusion plan. o We aim to work in partnership with parents and any other agencies sharing information to ensure that your child's needs are identified and met during transition.

If your child is moving to Year 7

- The High school SENCO will visit our school to share information
- Where possible the High school SENCO will be involved in any Annual Reviews in Year 6.
- Extra visits may be arranged in consultation with your child, both schools and parents.



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	<ul style="list-style-type: none"> • We will meet with you and anyone else who can help prepare and support your child's move to the school. • We will meet to discuss your child's needs and plan together how we can best meet your child's needs and make the transition to school successful. • We aim to work in partnership with parents and any other agencies sharing information to ensure that your child's needs are identified and transition between schools is successful. • We will transfer all records about your child as soon as possible.
<p>Who should I contact about my child joining Tilston Parochial Primary School?</p> <p>How can parents arrange a visit to Tilston Parochial Primary School?</p> <p>What is involved?</p>	<p>Please contact our Head Teacher via the office to make an appointment about your child joining our school.</p> <ul style="list-style-type: none"> • Please refer to our admissions policy www.tilston.cheshire.sch.uk • Parents are encouraged to visit the school and should ring the school office to make an appointment with the Head teacher and SENCO.
Additional Information	
<p>Where can find the setting/School's SEND policy and other related documents?</p>	<p>Please visit our website for all the information about our school:</p> <p>www.tilston.cheshire.sch.uk</p>
<p>Where can I find the Cheshire West Local Offer?</p>	<p>https://livewell.cheshirewestandchester.gov.uk/Information/Different_types_of_special_educational_needs_or_di?categoryId=3951</p>
<p>What can I do if I am not happy with the decision or what is happening?</p>	<p>If a parent is unhappy with the provision that we are making for their child then you should initially approach the class teacher or the school special educational needs coordinator (SENCO)</p> <p>If this does not resolve the problem then the parent should speak to the Head teacher. If this does not resolve the problem further contact should be made with the Chair of Governors (email via school website).</p>



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When was the above information updated, and when will it be reviewed?	Updated in October 2020 and to be reviewed in October 2021
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