



Tilston Parochial
CE Primary School

Tilston Parochial CE Primary School SEN Information Report for 2021 – 22

Part of the Cheshire West and Chester Local Offer for Learners with Special Educational Needs (SEN)

Welcome to our SEN information report which is part of the Cheshire West and Chester Local Offer for Learners with Special Educational Needs. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and/or Physical Needs.

At Tilston Parochial CE Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Pam Edwards (SENCO) to discuss your concerns.

1. Does the setting/ school know if children/ young people need extra help and what should I do if I think my child/ young person may have special educational needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

Where a pupil's progress is significantly below age-related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Pam Edwards (SENCO).

2. How will early years setting/school /staff support my child/young person?

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/ Disabilities Coordinator (SENDco) know as necessary
- Writing individual Action for Inclusion Plans/ SEND profiles and sharing and reviewing these with parents at least once each term and planning for the next term
- Personalised teaching and learning for your child as identified on the school's provision map
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN

The SENCO, Mrs P Edwards, is responsible for:

- Providing professional **guidance** to colleagues and working closely with staff, parents and other agencies.
- Writing this SEN Information Report which **MUST** be published on the setting website and updated annually
- Overseeing day to day operation of the school's SEN policy
- Coordinating provision for children with SEN
- Advising on a graduated approach to provide SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEN
- Liaising with EYFS providers, other schools, Educational Psychologists, the Local Authority, Health and Social Care professionals and independent or voluntary bodies
- Managing the transition process
- Ensuring school keeps the records of pupils with SEN up to date
- Working with the head teacher and school governors with regards to reasonable adjustments and access arrangements

The Head teacher, Mrs K Mort, is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEN
- Delegating responsibility to the SENCO and class teachers, while still ensuring that your child's needs are met
- Keeping the Governing Body up to date about issues relating to Special Educational Needs

The SEN Governor, Mrs S Fryers, is responsible for:

- Making sure that the necessary support is given for any child with SEN who attends the school
- Supporting and challenging the Head teacher and SENCO with regards to SEN within the school.

3. How will the curriculum be matched to my child's needs?

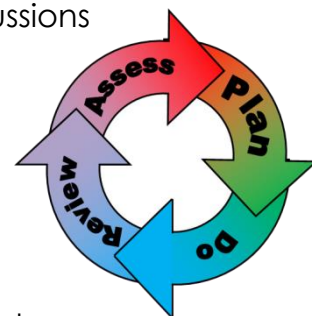
If a learner is identified as having SEN need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching. This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place. When providing support that is "additional to" or "different from" we engage in a four-stage process:

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.



Tilston Parochial CE Primary School adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

4a) How will both you and I know how my child / young person is doing and how will you help me to support my child's/ young person's learning?

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENCO to review the short term targets and to discuss the progress the child has made. We also encourage an "open door" approach whereby teachers are accessible at the end of the day.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked with the head teacher and SENCO every term in reading, writing and numeracy. Through parent consultations and end of year reports, teachers make clear the attainment against age-related expectation and the level of progress made.
- At the end of each Key Stage (at the end of Reception, Years 2 and 6), all children are formally assessed. End of year assessment tasks are completed in all other year groups.
- Where necessary, children will have an SEN Support Plan based on targets set by outside agencies specific to their needs with the intention of accelerating learning and closing the gap. Progress against these targets will be reviewed regularly, evidence of judgements assessed and a future plan made.
- The progress of children with an Educational Health Care Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The head teacher and SENCO will monitor the progress made by SEN children in their class work and any intervention that has been put into place.
- Regular book scrutiny and lesson observations will be carried out by the SENCO and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

The school delivers parent/carer workshops for the core areas of learning. These are in line with school development priorities and/or parent voice.

We send regular class and whole school newsletters with information about things that have happened. Additional information can be found on the school website including class news, photograph galleries, planning, homework and useful links. In addition to this, where necessary we also communicate via home/school link books.

4b) What support will there be for my child's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured Personal, Social and Health Education (PSHE) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Social awareness games and activities
- Lunch time and play time support
- ELSA groups
- Lego Therapy sessions
- Buddy system
- Individualised programmes of work including activities to complete at home
- Access to external agencies and professionals whose advice we follow
- Teaching Assistant trained in how to support Pupil's mental health.
- Teaching Assistant trained in how to support a pupil with anxiety and/or depression

The school has a Positive Behaviour Policy with clear rewards and consequences and each class adheres to the 'Tilston Code'. An Anti-Bullying policy is in place that has been drawn up with staff and pupils; this is accessible to parents. As part of the curriculum, the school

plans activities during Anti-Bullying week and each year sets out to parents its core principles regarding inappropriate behaviours and bullying.

Any pupils with additional medical needs are well catered for at Tilston Parochial CE Primary School. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are kept in individual sealed containers in a locked cupboard that are accessible to appropriate members of staff. Parents are required to complete an administration of medicines form and to work with the staff to complete a health care plan where necessary and which is reviewed annually.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive Children's Committee that meets regularly. Pupils have input into medium term planning and the Senior Leadership Team carry out pupil voice questionnaires. Prior to SEN review meetings, pupils have the opportunity to share their views.

5) What specialist services, experience, training and support are available at or accessed by the setting/ school?

Once the school has identified the needs of SEN pupils, the SENCO and head teacher decide what resources, training and support are needed.

School Provision

- Wide range of literacy and maths small group interventions delivered by TAs and designated teacher
- ICT support in the form of reading, phonic, handwriting and maths programmes
- Teaching assistant offering social skills support including ELSA
- Teaching assistant trained in communication and language support using Elklan and Welcomm programmes
- Use of Makaton in school, visual timetables and personalised key rings
- Teaching assistants trained on how to support children with challenging behaviours.

Local Authority provision available

- Autism team outreach support
- Educational Psychology Service
- Parent Partnership service
- Speech and Language Therapy (SALT)
- Visual and hearing impairment services

Health Provision available

- Occupational Therapy
- Physiotherapy
- CAMHS

6) What training is available to the staff supporting children with SEN?

- Lead Professional Autism training- Mrs P Edwards
- Supporting pupils with social and communication difficulties– all staff

- De-escalation training- all staff
- Social stories training- all staff
- Elklan training- Mrs J Hewitt
- Understanding children with stammers- all staff
- Wellcomm training- Mrs C Toan
- Emotional Literacy Support Assistant (ELSA)- Mrs J Huxtable
- Supporting children on the Autism Spectrum- all staff
- Strategies to support children with Dyslexic tendencies- all staff

7) How will my child be included in activities outside the classroom including school trips?

At Tilston Parochial CE Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

8) How accessible is the school environment?

- The school is fully compliant with DDA requirements
- The school has easy access, double doors, wall handles and ramps
- The reception desk has a wheel-chair height section and is DDA compliant
- There is a disabled toilet and changing facilities
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs. The SENCO and Head teacher manage an SEN budget, used to ensure that all pupils have access to the most effective equipment
- After-school provision is accessible to all children, including those with SEN
- Extra-curricular activities are accessible for children with SEN
- Each classroom has a quiet area and an outdoor learning area

9) How will the setting/ school prepare and support my child/ young person to join the setting/school, transfer to a new setting/ school or the next stage of education and life?

New pupils to Tilston Parochial CE Primary School

Foundation Stage staff will meet with parents prior to pupils starting school and there will also be the opportunity for a home visit. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with parents, previous school, health visitor etc.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENCO will telephone the child's previous school to discuss individual pupil needs. A transition process will be implemented where necessary and visits of staff to both schools will be undertaken.

Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with the school will take place in the summer term; arrangements for transition to secondary school for pupils with SEN will be planned according to individual need.

10) Interventions, equipment and resources that the school may allocate to match children's Special Educational Needs

- Specific iPad apps for individual pupils/needs
- Speak Easy microphones
- Little Wandle letters and sounds keep up programme
- Precision teaching methods
- Black Sheep Speech and Language resources
- Exploring Feelings programme
- Anger Management resources
- Wellcomm toolkit
- Elklan speech and language resources
- Makaton symbols used
- Toe to Toe spelling programme
- Sensory resources

11. How is the decision made about what type and how much support my child/young person will receive?

The school budget, received from Cheshire West and Chester, includes money for supporting children with SEN.

The head teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

Where the needs become greater and are more complex, we would then consider applying to the Local Authority for top up funding which is reviewed every 12 months and /or an EHCP (Educational Health Care Plan)

The head teacher and the SENCO discuss all the information they have about SEN in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources, training and support are needed.

The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

12. How are parents involved in the setting/ school? How can I be involved?

At Tilston Parochial CE Primary School, we value the importance of building positive relationships with parents and families within our school community. Where a pupil is identified as needing an Action for Inclusion Plan or a SEND profile, parents are given the opportunity to be part of the assessment and review process.

A parents' forum is in place where families can work with school in providing the best opportunities for our young people.

13. Who can I contact for further information?

The Governors at Tilston Parochial CE Primary School are a proactive body of people. They hope to resolve any concerns you may have, which in the first instance should be directed to the SENCO and head teacher.

This report details our annual offer to learners with SEN. The school welcomes the views of parents/carers, pupils, governors and staff. If you have any comments, please contact Mrs Edwards (SENCO).