



## **SEND Information Report Tenterfield's School offer**

### **Introduction**

Tenterfields works closely with the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in school wherever possible. The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

Tenterfields Primary School is committed to placing the Convention on the Rights of the Child at the heart of its ethos and values. We aim to teach children about their rights and help them understand about how rights can differ throughout the world.

Through our curriculum, we believe children have the right to reach their full potential, in line with their right to an education cited in [Article 28 of the UNCRC](#). [Article 29 Children have the right to an education which tries to develop their personality and abilities as much as possible and encourages them to respect other people's right and values and to respect the environment.](#)

### **What is the Local Offer?**

From September 2014, Local Authorities and schools are required to publish their local offer. This offer will keep under review information about services they expect to be available for the children and young people with Special Educational Needs aged 0-25. The Local Offer aims to improve choice and transparency for families. It is also a resource for parents in understanding services and provision in the local area. Please click on the link below to view the Dudley Local Offer.

<http://www.dudley.gov.uk/resident/localoffer/local-offer-information/>

### **The School SEND Information Report**

At Tenterfields we are constantly reviewing how we can maintain and improve the provision for our pupils. Our policies and procedures are regularly reviewed and updated as necessary and in response to current guidance.

**Below are some frequently asked questions**

## **How does Tenterfields Primary School know if children need extra help?**

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or pupil's previous school
- there is a lack of progress
- poor scores
- there is a change in the pupil's behaviour
- a pupil asks for help

## **How do we consult with children?**

Tenterfields uses a SEAL approach in everything we do in school including our discussions with children. We are a Level 1 Rights Respecting School and our ethos reflects this. All staff regularly talk to children about their interests, needs and aspirations. Teachers mark work and give verbal feedback to children on a daily basis. Any specific targets are shared with children and staff regular talk to them about progress and next steps, as well as how they think we can help them further.

## **What should I do if I think my child may have special educational needs?**

If you have concerns then contact your child's teachers, Mrs Hill (SENDCo) or Mrs Welsh (Headteacher). You can also contact the school's SEND Governor (Dave Vickers).

## **How will I know how Tenterfields Primary School supports my child?**

Tenterfields has a graduated approach to supporting all children in school. We use a four stage cycle of support to help identify needs. **Assess – Plan – Do – Review**. Pupils receive First Quality teaching in class. A requirement for additional support is identified by all staff involved with the child to identify their next steps. Parents are consulted in this process.

If appropriate, individual targets are drawn up by the class teacher. They will be differentiated accordingly to suit the individual needs of the child. A copy of the targets will be shared with parents and reviewed at least termly. To support these targets children may be included in intervention groups which may include:

- additional general support by the teacher or learning support assistant in class
- use of a particular resource (e.g. a writing slope.)
- 1:1 or small group support.
- assessment from an outside agency, e.g. Speech and Language/EP
- Nurture groups

The length of time of the intervention will vary according to need. The targets and interventions will be regularly reviewed by staff, parents and the child to ascertain the effectiveness of the provision and to inform future planning.

These interventions are recorded on a provision map (for each year group). This is a record of the interventions, timings, cost of and the impact of the intervention. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENDCo.

Pupil Progress Meetings are held each half term. At these meetings, the class teacher will meet a senior leader to discuss the progress of individuals in their class. This shared discussion may highlight areas that require further support which can then be planned for.

Occasionally a pupil may need more expert support from an outside agency such as the Learning Support Service or the Educational Psychologist. Referrals are then completed in conjunction with parents/carers and a programme of support to parents and schools is then put into place and regularly reviewed. This will be delivered through SEND Support (SEN Code of Practice 2014)

### **EHCP Process**

If further, specific support is required an assessment for an Education Health and Care Plan (EHCP) may be made. This will only be done after consultation with parents and a young person's views will be gained.

### **Looked After Children (LAC)**

If a child is looked after, the staff in school work closely with social care and other agencies involved to ensure that provision is matched to the individual needs of the child. We liaise with previous schools/carers to understand fully what additional support may be required for individuals. This may involve accessing counselling or the advice of Educational Psychologists for example. The school complete Personal Education Plans (PEPs) for children that are looked after and in consultation with all adults and agencies involved, we plan how to best use any additional funding to ensure that individuals make expected or better progress.

### **How will the curriculum be matched to children's needs?**

Class teacher input is given via targeted classroom teaching (Quality First Teaching) where individual needs are planned for. All staff have high expectations of all pupils. They use what the children already know and use a range of teaching strategies to involve every child in learning. This may include using practical equipment or specific strategies, e.g. use of a writing slope, concentration cushions. Through reviewing children's progress daily gaps in their understanding/learning can quickly be identified and support can be put into place to enable them to make progress.

Teachers plan and differentiate work by reviewing age related expectations and through our skills based, broad and balanced curriculum. Work is closely matched to children's ability and learning needs. When a pupil has been identified with special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum. The use of specific resources and strategies will also be considered and used where appropriate. This includes the use of visual prompts, sensory audits, task management boards to chunk tasks and support children with memory difficulties.

At Tenterfields the interests of the child are always considered when planning the curriculum to ensure that children are engaged and enthusiastic about their learning. This is facilitated through our use of Irresistible Learning topics throughout the school.

### **How will I know how my child is doing and how can I support their learning?**

Staff at Tenterfields communicate regularly with parents. This can be through curriculum newsletters, informal discussions, phone conversations, comments in the home school diary, information on the school website or through parent's evenings or reports that are sent home. Class teachers are regularly available after school on the playground or alternatively

appointments can be made to speak in more detail to the class teacher, SENDCo or Mrs Welsh (Headteacher) by contacting the school office.

For pupils on the SEND register individual targets are sent home each term. Targets are usually set by the class teacher in conjunction with other support staff in school. These targets will be reviewed each term and shared with parents. Parent/carer workshops are arranged throughout the year, sometimes with invited guests, to encourage an open and relaxed forum where advice and ideas can be exchanged.

### **How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute to their child's education. This may be through:

- discussions with the class teacher
- during parents evenings
- during discussions with Mrs Hill, Mrs Welsh or other professionals
- parents are encouraged to comment on their child's target sheet and/or reports with possible suggestions that could be incorporated.
- In parent forums

### **What support will there be for my child's overall well-being?**

Tenterfields recognises that some children have additional emotional and social needs. These can manifest themselves in a number of ways, including behavioural difficulties and anxiety. The school adopts a SEAL approach to its PSHE curriculum and we have a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties, in place. These include:

- Members of staff such as the class teacher, learning support assistants, SENCo, being readily available for pupils who wish to discuss issues and concerns.
- Mentoring sessions with individual children
- Staff in school organise Nurture groups which are targeting groups to develop social skills, self-esteem, emotional wellbeing and to offer support with anger management.
- Contact with the school nurse.
- Circle of friend groups
- Organised playtime activities
- Social groups to encourage turn taking etc
- Use of a SEAL approach – this is taught in curriculum time, through assemblies, focus days and also used to resolve any concerns in school group or individual well-being.
- Educational Psychologists and counsellors provide support to individuals and their families if and when appropriate.
- Staff regularly talk to pupils to gain their thoughts and ideas on areas of strength and for development.

### **Pupils with medical needs**

If a pupil has a medical need then a detailed Care Plan is compiled in consultation with parents/carers and medical professionals. These are discussed with all staff who are involved with the pupil. Where necessary, and in agreement with parents/carer, antibiotics may be given on discussion with the office staff and on completion of a medication form.

## **What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. These include:

- Health professionals
- Local Authority
- Voluntary organisations
- Autism Outreach Team
- Social Services
- Educational Psychologists/Counsellors/mentors
- Behaviour Support Services
- CAMHS (Child & Adolescent Mental Health Service)
- Hearing Impairment Team
- Visual Impairment Team
- Learning Support Service/Staff from learning units
- Children's Therapy Team (Speech & Language/Occupational Therapy/Physiotherapy)
- School Nurse (regular drop ins arranged or contact can be made via phone or e-mail for advice or to make a referral)
- Staff from Children Centres/Family Support Workers
- Teachers from special schools

An Educational Psychologist and counsellor works in school as and when required. He/she would normally only work directly with pupils whose needs are felt to be more complex and have not responded as we would expect to the interventions previously put in place for them. To help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to move their learning/behaviour etc forward.

## **How are the school's resources allocated and matched to children's special educational needs?**

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. The additional provision may be allocated after discussion with parents, the class teacher, at pupil progress meetings or if a concern has been raised by them at another time during the year. Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. Learning Support Service). Funding may be used to buy in specialist support. Pupil Premium funding is also used to support individual pupil's learning.

## **How is the decision made about how much support my child will receive?**

Staff in school are responsible, in consultation with parents, for the level of support needed. This may take the form of additional individual or small group support in class or in other focus groups tailored to the pupils needs. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged. Parents/carers will be notified if their child is receiving 1-1 or small group support outside of the classroom.

## **How do we evaluate the provision available and its impact?**

In school, staff use evidence based research approaches and interventions to support children with additional needs. Interventions are reviewed each half term. We always gather entry and exit information to support us in identifying impact and next steps. Staff meet with parents and children to discuss progress and where they feel they have achieved targets. This may be in review meetings, through half termly reports or at parents evening, as well as in more informal discussions before or after school. Targets are shared with children regularly and marking and feedback gives support to children and parents to understand next steps.

Members of the Senior Leadership Team regularly monitor planning, books, the environment and intervention sessions and reports to understand where provision is working well and where we need to make changes. All staff involved with our children, meet each half term to review pupil progress.

## **What training are the staff supporting children and young people with SEND had or are having?**

Staff regularly meet with the SENDCo to discuss individual needs. All staff receive training related to SEND. These include sessions on:

- How to support pupils with a diagnosis of dyslexia
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support children with sensory issues
- Behaviour management
- Speech and language therapy
- Get Moving

If and when appropriate specialist advice is sort using the SEND notional budget or through additional funding which can be secured through the EHCP process.

## **How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all pupils and individual needs are considered when organising activities and trips. Risk assessments are carried out and procedures are put in place to enable all children to participate. These are shared with parents.

## **How accessible is the school environment?**

The school is fully compliant with DDA requirements. As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- double doors and ramps into school to make the site accessible to all
- toilet adapted for disabled users
- adapted keyboards
- use of foot boxes
- lift
- extra-curricular activities are accessible for children with SEND

In school we regularly review the classroom environment and engage in pupil voice discussions to identify areas for development. Staff use sensory audits and risk assessments to ensure that health and safety requirements are met and also that children's individual needs are taken into consideration. Any additional physical or sensory needs are identified and reviewed with relevant outside, specialist services.

### **How will the school prepare and support my child through transition periods?**

Staff at Tenterfields understand what an unsettling time moving class and schools can be; therefore steps are in place to enable any transition to be as smooth as possible.

These include:

#### **On entry:-**

- A planned programme of visits in the summer term for pupils starting in September including "Play and Stay" visits with parents/carers, visit with playgroup and a visit to their new class (without parent/ carer), lunch in school.
- Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- Our Reception teacher visits all children in their pre-school setting. Where concerns are raised, meetings with parents to discuss any issues may be arranged. In some circumstances individual arrangements may be made for starting school, such as shorter hours.
- Children start mornings only and are introduced to lunchtimes before staying full time.

#### **Transition to new classes**

Although all classes are within the same building, moving between year groups can be unsettling for some children. We therefore prepare children for this change by:

- organising opportunities for children to visit their new classroom and teacher during the second half of the summer term.
- attending assemblies and playtimes with the rest of the school.
- information sharing sessions between each teacher
- class teachers are always willing to meet parents/carers prior to the child moving to their class.

#### **Secondary transition.**

Class teachers and outside agencies work with children who may be anxious about the move. This provides them with the opportunity to discuss any concerns they may have.

- Secondary school staff visit pupils prior to them joining their new school.
- Staff in school with secondary schools to pass on information regarding pupils with SEND.
- Children attend a transition day to visit the school they are going to. These include Pen Pal visits.
- Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them (e.g. Science days at the secondary school etc)

#### **Mid-year transition**

- Currently we give all children a tour of the school with their parent/carer.
- Introduce children to their new teacher and show them where they will put their coats etc.

- Complete an induction form with basic details including how parents feel they were progressing at their last school.
- Agree the start date. In certain circumstances such as the child not having attended school before special starting arrangements may be agreed.
- Contact the previous school for the child's records. Where there are concerns, the SENDCo will be contacted by phone.

### **Who can I contact for further information or if I want to make a complaint?**

Tenterfields has an open door policy and staff encourage children and parents to discuss any concerns with their child's class teacher, learning support assistant or with the SENCo or a member of the Senior Leadership Team.

If you wish to discuss your child's educational needs or make a complaint about the provision for your child, please contact one of the following:

Your child's class teacher

- Mrs Gibbons - Nursery
- Reception- Miss Russell (FS manager)
- Years 1– Miss Hampson
- Year 2 – Mrs Prentice (Y1/2 manager)
- Year 3 – Miss Turner
- Year 4 – Mr Banks (Y3/4 manager)
- Year 5 – Miss D'Amone/Miss Workman
- Year 6 – Mr Wade (Y5/6 manager)
- Mrs Hill (SENDCo/Deputy)
- Mrs Welsh (Head Teacher)

Appointments can be made with any of these people through the school Office.  
Contact: 01384 818560