

# SEND PROVISION

## AT TUTSHILL C OF E PRIMARY SCHOOL



# AN OVERVIEW OF SEND

- What is SEND?
- Our intent, implementation and impact
- What can we offer as a school?
- What support do we receive from external agencies?
- Our graduated pathway – ILP / cause for concern, My Plan, My Plan +, EHCP
- How are parents/carers involved?
- How are pupils involved?

# WHAT IS SEND?

The SEN Code of Practice (January 2015) states that -

- A child or young person has SEN **if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.**
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - has a **significantly greater difficulty in learning than the majority of others of the same age, or**
  - 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-16 institutions**

# WHAT KIND OF SEN IS OUR PROVISION DESIGNED FOR?

Special Educational Needs are described in four broad areas;






- **Communication and Interaction;**  
Speech, Language and Communication Need, Autistic Spectrum Disorder
- **Cognition and Learning;**  
Moderate Learning Difficulty, Profound and Multiple Learning Difficulty, Specific Learning Difficulty including dyslexia, dyspraxia, dyscalculia
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and Physical Needs**  
Hearing Impairment, Visual Impairment, Physical Disability

Our next document for school, parents and carers will detail traits of specific needs, how we support these and these could be supported at home.



# SEND at Tutshill C of E



<p>At Tutshill, we are committed to providing an outstanding education to all, regardless of need. We work hard to overcome potential barriers to learning in order to support every child to succeed academically as well as socially and emotionally to become a life-long learner and well-rounded children. Additionally, we intend to support children to understand issues that are prevalent in society—both in Britain and the wider world in order to become global citizens. All subjects are differentiated through our understanding of meta-cognition as an awareness of an individual's own thought processes and ability to reflect on the way that they think and learn.</p>	<h3>Nurture Provision </h3> <ul style="list-style-type: none"> <li>◆ Provides a safe and secure environment with a lower child: adult ratio in order for children with social, emotional and behavioural difficulties to make individualised rates of progress.</li> <li>◆ Support children in regulating their emotions (and actions as a result of behaviour).</li> <li>◆ Supports children to have improved understanding of social situations and social skills.</li> <li>◆ Accelerated rates of self-esteem and sense of achievement.</li> <li>◆ Accelerated progress when passed back in to the classroom.</li> <li>◆ Provides invaluable support for children's development of learning behaviours. This helps children be co-operative, resilient, resourceful, reflective, evaluative and curious learners with the ability to take risks.</li> </ul>	<h3>Curriculum and Enrichment </h3> <ul style="list-style-type: none"> <li>◆ Every child has access to the National Curriculum.</li> <li>◆ Our curriculum is delivered through our seven core values. Our creative, thematic-based approach enables children to think deeply about a certain theme linked to our core Christian Values.</li> <li>◆ Our learning behaviours support children in developing the skills to develop a love of learning and believe in their own potential.</li> <li>◆ Children with SEND have access to school trips. Risk assessments are written and 1:1 support given where necessary to ensure all children can attend.</li> <li>◆ All children have access to all lessons e.g. music and the opportunity to take part in concerts in school.</li> <li>◆ Some children with SEND are attending sports, cookery and/or art clubs after school.</li> <li>◆ We actively seek out children with SEND to engage with residential, school council, lunch time responsibilities, enrichment and after school clubs.</li> <li>◆ Multitude of events to celebrate achievement: choir, sports, music etc. where some SEN have truly flourished.</li> <li>◆ Learning opportunities such as 'Hub days', 'Rainbow lessons' and Outdoor Learning Weeks in which SEN children can feel and celebrate success and mentor other children.</li> </ul>	
<h3>Identifying children with SEND</h3> <ul style="list-style-type: none"> <li>Graduated Pathway</li> <li>Professional Conversations</li> <li>Boxall Profiles</li> <li>Advice from external agencies</li> <li>Assessments</li> <li>Observations</li> <li>External diagnosis</li> </ul>	<h3>Interventions </h3> <ul style="list-style-type: none"> <li>◆ Pre Intervention front sheets are completed by class teachers—stating areas of concern, entry/exit criteria, attitude to learning and the formal assessment needed.</li> <li>◆ SMART target outcomes are set for children, by class teacher.</li> <li>◆ HLTAs feedback areas of development, attitude to learning, formal assessment results and impact measure.</li> <li>◆ Activities are also given to support the teaching of individual targets.</li> <li>◆ HLTAs receive regular training to ensure they are equipped to accelerate, monitor and assess rates of progress.</li> </ul>	<h3>Progress and Monitoring </h3> <ul style="list-style-type: none"> <li>◆ Interventions are monitored termly.</li> <li>◆ Regular conversations to discuss individual and group interventions, adjustments made if needed.</li> <li>◆ SLT undertake informal drop ins and information is shared from these.</li> <li>◆ Bespoke provision maps are shared.</li> <li>◆ INSIGHT tracking of progress points.</li> <li>◆ Evidence of progress filed for children's individual targets. SENCO monitors this termly.</li> <li>◆ Achievement of My Plan/+ targets—reviewed termly.</li> <li>◆ Breakdown of EHCP outcomes in short term reviews.</li> </ul>	<h3>Support and Training </h3> <ul style="list-style-type: none"> <li>◆ Professionals from external agencies offer guidance and support to staff to implement strategies to teach focussed targets for most significant needs and provide quality first teaching for all children.</li> <li>◆ Staff provide support by team-teaching and sharing effective practice.</li> <li>◆ Children have specific support and guidance directly taken from their EHCPs.</li> </ul>

# WHAT CAN WE OFFER AS A SCHOOL?

- Our Curriculum – How is it suited for SEN children?
  - *Our learning behaviours*
  - *Learning hub days*
  - *Understanding of metacognition*
  - *In class TA support*
  - *Differentiated support*
  - *Emotional coaching*
  - *School (Christian) values*
  - *Rainbow lessons – learner led opportunities*
  - *Quality first teaching*
  - *Progression of skills*
  - *Bloom’s taxonomy – focussed questioning*
  - *Trick Box*
- Understanding of SEMH – learning behaviours, values, emotion coaching, nurture support, Trick Box, ELSA.
- Intervention support – HLTA level of support, entry/exit criteria to allow monitoring, communication between TA and Teachers, same level of questioning and marking/assessment as in class.
- Understanding of a trauma informed approach – Playfulness, Acceptance, Curiosity, Empathy (PACE), understanding that the behaviour is only the surface; there is a reason behind every behaviour.
- Building working relationships with local secondary schools to support transition for SEN children.
- Support from external agencies – Educational Psychologist, Advisory Teaching Service, Early Help, Occupational Therapists, Speech & Language Therapists, School Nurse Service.

# WHAT SUPPORT DO WE RECEIVE FROM EXTERNAL AGENCIES?

- Educational Psychologist – Classroom observations, assessments to inform future practice, supporting parents/carers, support at review process to aid review cycles, support in EHCP requests.
- Advisory Teaching Service – Communication & Interaction, Cognition & Learning, Visual Impairment, Behaviour.
- Occupational Therapists
- Speech and Language Therapists
- Early Help - providing support to potentially vulnerable children, young people and their families as soon as problems begin to emerge, or when there is a strong likelihood that problems will start in the future.
- School Nurse Service

## Identifying pupils who may need additional support

Is the pupil making expected progress?

How do we know?

Incomplete tasks.  
Lack of comprehension.  
Poor engagement.  
Poor social interactions.  
Assessment grades low.

What do we already know about the pupil?

Which **strategies/differentiation** approaches have I tried and how has this made a difference?  
How do I know? Am I planning for the variety of need in the class? Are other pupils struggling and if so, does that mean I need to change my whole approach to the class?  
Have I worked 1-1 within class with pupil to analyse their difficulties? Are verbal skills better than written?

What evidence is there of the pupil's learning?

Examples of work such as free writing, using ICT, using scaffolded tasks, using extra time, assessed work, homework etc.  
Observations.  
Changes over time - data.

What does the pupil think? What do parents think?

Try to **identify** the barriers;  
- Literacy, numeracy, memory or processing, attention.  
- Social interaction, sensory, emotional or mental health.

**Plan some strategies to use with the pupil. Try them out and review progress.** Seek out advice from colleagues - subject leader, phase leader, SEN or pastoral leads, senior teachers.  
**And then.....**

If the pupil is still not making expected progress - refer to the SENCO in school with **evidence** above.



# Using the WAVE system to ensure effective support

*You should use the 'wave' system to determine the type of support best suited to each pupil:*

## WAVE 1

High-quality,  
differentiated  
teaching

*For all pupils*

## WAVE 2

Quality teaching plus  
extra short-term  
support

*For pupils making  
slower progress*

Individual Learning Plans:  
identifying specific objectives  
to work towards

## WAVE 3

SEN support:  
additional long-term,  
individualised  
support

*For pupils still  
making less progress  
than their classmates*

My Plan / My Plan +

## WAVE 4

EHC plan (or  
statement)

*For pupils with more  
complex needs*

\*We are currently creating a plan of when to move children on to the next stage – time scale.

# OUR GRADUATED PATHWAY

- Level of support through our Tutshill Curriculum (WAVE 1)
- Bespoke Individual Learning Plans (WAVE 2)

## WAVE 3:

- My Plan - A **holistic child or family-centred plan** that draws together existing information and identifies existing needs, required outcomes and what will be done to achieve them. A My Plan is developed by the Lead Practitioner, (Class teacher, supported by SENCO) ensuring the child and family are central. **Five SMART targets to be set – one of them being linked to SEMH/learning behaviours so we are thinking holistically.**
- My Plan + - **Where a child is not making expected progress with My Plan support and where a child or family have more complex needs, My Assessment may be needed** to aid understanding of the needs and inform effective planning. This can draw together information from a range of agencies into one document so that a detailed analysis can be made and a My Plan + created. At this point, **the lead practitioner becomes the SENCO.**

## WAVE 4:

- EHCP support - A child needs a **more intensive level of specialist help** that cannot be met from the resources available to schools and other settings to provide SEN support. Therefore, more funding is required to aid provision.

# HOW ARE PARENTS & CARERS OF CHILDREN WITH SEND INVOLVED?

If your child has a special need or disability we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs.
- Dependent on level of need, allocate time for you to meet the SENCO - who can offer support or advise so can learn in the best way for him/her.
- Talk to you about the range of provision we have in school to help children who need extra support in an area of their learning and/or development.
- Invite you to meetings to discuss your child's progress at intervals throughout the academic year.
- Hold meetings with a range of colleagues from an educational psychologist, advisory teacher, speech and language therapist or health.
- Support you in getting in touch with other services, who can offer advice and support (e.g. Early Help).
- Inform you of how to make a complaint if you are not happy with what we are doing to support your child.

# MONITORING PROGRESS

Underpinning ALL our provision in school is the graduated approach cycle of:



This is why we meet at least 3 times per year.

This meeting will be with class teacher at My Plan level but SENCO will be involved at My Plan +/-EHCP level.

All teachers are responsible for every child in their care, including those with SEND.

# HOW ARE CHILDREN WITH SEND INVOLVED?

## **Children:**

- are encouraged to participate fully in the life of the school – learning ambassadors, school council etc.
- are supported to be able to understand their steps to reach their goals.
- have a role to play in voicing their suggestions as to how they can improve their learning/environment.
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better.
- comment on how they feel they are progressing when their targets or profile is reviewed.
- are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to progress. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision.