



SEND at Tutshill



At Tutshill C of E Primary School, 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 (using our school values and learning behaviours). Additionally, we intend to support children to understand issues that are prevalent in society—both in Britain and the wider world in order have global awareness and 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.

Curriculum and Enrichment

- Every child has access to the National Curriculum.
- Our curriculum is delivered through our seven core values, which enables children to think deeply about a certain theme linked to Respect, Responsibility, Perseverance, Courage, Creativity, Compassion, Forgiveness.
- Our learning behaviours of Co-Operation, Curiosity, Evaluation, Reflection, Risk-Taking, Resilience, Resourcefulness support children in developing the skills to develop a love of learning and believe in their own potential.
- 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.
- All children have access to all lessons e.g. music and the opportunity to take part in concerts in school.
- All children have an opportunity to attend sports, cookery and/or art clubs after school.
- We actively seek out children with SEND to engage with residentials, school council, lunch time responsibilities, enrichment such as sports tournaments.
- There are a multitude of events to celebrate achievement: choir, sports, music etc. where some children with SEN have flourished.
- Learning opportunities such as 'Hub days' and Outdoor Learning Weeks allow children to feel and celebrate success and mentor other children.

Pastoral Support

- Young Minds Matter offer support for individual children, following referrals, as well as whole class workshops and school assemblies.
- We use Trick Box – a whole child, whole school, whole family, emotional management and personal development programme for children and their families.
- Co-regulation and self-regulation strategies are modelled. All classrooms have Regulation Stations, which offers a range of regulation tools for children to use to self-regulate.
- Staff are trained in the communication strategy Emotion Coaching, which is used to help children understand, accept and regulate their feelings.
- Small pastoral support groups – using intervention 'Hamish and Milo' – developing self-esteem, emotional regulation and an improved understanding of social situations and social skills.

Identifying children with SEND:

- Use of the Graduated Pathway
- Assessments
- Observations
- Professional Conversations
- Advice from external agencies
- Boxall Profiles
- External diagnosis
- Bespoke learning barrier assessments

Interventions

- Pre-intervention front sheets are completed by class teachers – stating areas of concern, entry/exit criteria, attitude to learning and the formal assessment needed.
- SMART target outcomes are set for children, by class teacher.
- HLTAs feedback areas of development, attitude to learning, formal assessment results and impact measure.
- Activities are also given to support the teaching of individual targets.
- HLTAs receive regular training to ensure they are equipped to accelerate, monitor and assess rates of progress.

Progress and Monitoring

- Interventions are monitored termly.
- Regular conversations to discuss individual and group interventions, adjustments made if needed.
- SLT undertake informal drop ins and information is shared from these.
- Bespoke provision maps are shared.
- Evidence of personal progress is filed for children's individual targets. SENDCO monitors this termly.
- Achievement of My Plan/+ targets – reviewed termly.
- Breakdown of EHCP outcomes in short-term plans to allow for achievable and measurable progress to be monitored.

Support and Training

- Professionals from external agencies offer guidance to staff to implement strategies to support focussed targets for most significant needs and provide quality first teaching for all children.
- External agencies, such as the Advisory Teaching Service, provide in-house staff training.
- Young Minds Matter provide support and training for staff as well as workshops for groups of children.
- Staff provide support by team teaching and sharing effective practice.
- Children have specific support and guidance directly taken from their EHCPs.