

SEND Information Report

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 (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 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.

Additionally, as stated in our recent SIAMS report: “Love is at the heart of decision-making which puts the needs of pupils and families first. As a result, all pupils flourish including those with special educational needs and disabilities (SEND) and those who are considered vulnerable.”

What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. The four broad areas of need which we provide for are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical (including visual and hearing impairment)

This report is designed to provide information about SEND support and provision at Tutshill C of E Primary School. The contents of this report are as follows:

- 1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**
- 2. What are the admission arrangements for children with disabilities?**
- 3. What different levels of SEND support are there?**
- 4. How is the decision made about what type and how much support my child will receive?**
- 5. How will the school support my child?**
- 6. How will the curriculum be matched to my child's needs?**
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How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

If we think that your child could possibly have special educational needs or a disability, we will:

- Talk and listen to you as the family or carers
- Involve your child
- Provide appropriate support
- Monitor your child
- Involve other professionals if necessary
- Communicate regularly with you

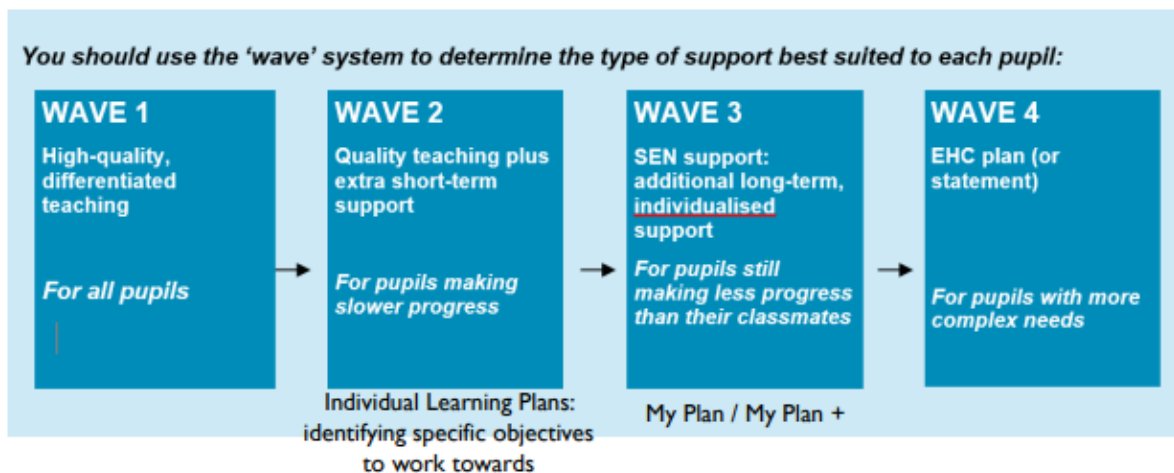
Children who need extra help are identified as a result of concerns raised by teachers, usually because they are achieving at levels significantly below other children their age or because they are making slower progress than other children their age. Concerns may also arise from observed difficulties such as significant difficulties with behaviour, social skills, speech or co-ordination.

If you think your child may have special educational needs, arrange an appointment to speak to their class teacher. The teacher may then arrange for you to meet with the SENDCo (Special educational needs and disabilities coordinator) if needed.

What are the admission arrangements for children with disabilities?

In the majority of cases, the admission process is the same for all children, regardless of whether they have a Special Educational Need (SEN) or disability. However, if your child has an Education, Health and Care Plan (EHCP) before they come to our school, then the Gloucestershire SEN Casework team handles the admission.

What different levels of SEND support are there?



WAVE 1 – Quality First Teaching

We offer all children quality first teaching by working at the right level for your child, providing appropriate materials to scaffold learning, using guided questioning and planning extra support in class. Any concerns are raised with parents and the school SENDCo to identify our next steps. Some children with a disability may be managed at this level as reasonable adjustments will be made. All children will be involved in writing a 'My Profile' detailing personal preferences and ambition. At this stage, the SENDCo is responsible for monitoring the level of support in class to ensure all children are catered for.

WAVE 2 – Individual Learning Plan (ILP)

If we assess your child as having small gaps in their learning (linking to specific learning objectives), it may be decided that further intervention is required to support this. Together with the child, teachers will set short term targets and create an 'Individual Learning Plan' (ILP). This will be shared with you at home to ensure that consistency between home and school is paramount – allowing for you to have an active role in supporting your child's education. Your child may have specific interventions or individual support to action these targets and, at this stage, the SENDCo may only attend meetings occasionally – at the request of class teacher or parent/carer as well as to monitor the effectiveness of these meetings.

WAVE 3 – My Plan & My Assessment and My Plan +

If we assess your child to have a SEN or have a disability which requires further intervention, they are named on our SEND Register as requiring additional support. Together with the child and parent, teachers will set short term targets and create a 'My Plan'. School may ask for advice or support from other professionals and agencies, e.g. Speech and Language Therapist, Early Help, Educational Psychologists. Your child may have specific interventions or individual support to action this 'My Plan' and, at this stage, the SENDCo may only attend meetings occasionally – at the request of class teacher or parent/carer as well as to monitor the effectiveness of these meetings.

At a My Plan review, it may be decided that the My Plan is not meeting the needs of your child, or perhaps there are further needs identified that need to be explored. In this case, it may be decided to complete a My Assessment leading to a My Plan +. School will ask for advice or support from other professionals and agencies, e.g. Speech and Language Therapist, Paediatrician, advisory teachers.

The My Assessment will seek the views of your child, the parent/carer, school and other professionals who may work with the family to help make a clear picture of the needs. There will then be a Team Around the Child (TAC) meeting to bring together all these people to help develop the My Plan +. This will be reviewed regularly. Your child may have specific interventions or individual support and, at this stage, the SENDCo will be involved in every meeting and is the lead practitioner (designated to write targets and ensure actions and provision is put in place to support the child's needs).

WAVE 4 – Education, Health and Care Plan (EHCP)

A very small minority of children will have complex SEND which may need significantly higher levels of support. If this happens, the SENDCo will make a request to the Local Authority (LA) to undertake a full assessment of the child's needs. The LA will then draw up an EHC plan for the child which will provide a high level of additional support. This will ensure long term support for your child and will be reviewed annually. To measure the child's progress towards the outcomes on the EHC plan, your child will also receive a short-term plan. This details the short-term and medium-term targets working towards the long-term target, specified as the end of key-stage outcome on the plan. These will be reviewed twice a year, plus the annual review. At this level of SEND, the SENDCo will be involved in every meeting and is the lead practitioner (designated to write targets and ensure actions and provision is put in place to support the child's needs).

How is the decision made about what type and how much support my child will receive?

These decisions are made by the SENDCo in consultation with the child's class teacher and the Senior Leadership Team. Decisions are based upon termly tracking of pupil progress or other assessments.

Pupil progress meetings are held three times each year. These are meetings where the class teacher meets with the Headteacher to discuss the progress of all pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. For example, the meeting may identify a small group of pupils in the class who would benefit from a specific intervention. At the end of each intervention, a post intervention sheet (as previously mentioned) will be completed which will include assessments and comments about the progress made by each child. This information is then used by the SENDCo to inform future support.

My Plans or My Plan+s for children with identified special educational needs are reviewed three times a year, including assessing whether the child has met each target and reviewing the impact of the support that has been provided.

If any outside agencies are involved with a child then support will be discussed and reviewed by the SENDCo and the professionals involved, drawing upon their assessments, observations and expertise.

As previously mentioned, for a child with very significant or complex special educational needs, the school (or you as a parent) can request that the Local Authority carry out a statutory assessment of your child's needs. If the information provided shows that the child's needs meet the criteria, the Local Authority will ask you and all professionals involved with your child to write a report outlining your child's needs and the

support that your child requires. These reports are then used by the Local Authority to decide if your child's needs are severe, complex and lifelong and if they need intensive support in school or specialist provision to make good progress. If this is the case then they will draw up an Education, Health and Care Plan (EHC Plan) which outlines the support and strategies that should be put in place and includes long-term goals for your child.

How will the school support my child?

Your child's class teacher will plan each pupil's education programme. Work in class is set at different levels of difficulty to suit pupils' individual needs, building on what each child is already able to do and planning the next step in their learning. This may include additional general support by the teacher or teaching assistant in class (as detailed in previous section).

The SENDCo is responsible for overseeing provision for children who need extra help, including monitoring the support given in class and liaising with other professionals as required.

If your child has needs related to more specific areas of their education, such as phonics skills, reading, etc. then they may be placed in a small intervention group run by a teacher or teaching assistant. The length of time the intervention will run will vary according to need, but they generally continue for around ten weeks. Each intervention group is set up using a pre/post-intervention sheet in which an exit criteria is established, with clear steps to success, in order for all targets to be specific, measurable and achievable. Dependant on the intervention and the needs of the child, close attention is paid to the timetabling of such support. Interventions are timetabled by the Headteacher or SENDCo and regularly reviewed by all involved to find out if they are working and to plan what to do next.

Occasionally, a pupil may need more expert support from an outside agency or the school may require specialist advice. A referral will be made, with your consent, and forwarded to the most appropriate agency. They will usually observe your child in class before providing support or advice to the class teacher or SENDCo, which may include making changes to the way your child is supported in class or advice about an intervention group. A meeting will sometimes be arranged with you to discuss the support that can be provided and how you can support your child's learning or to gather information to gain a more detailed understanding of your child's needs. This involvement is usually for a limited amount of time or a limited number of visits. For more information on this, please see Page 7.

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

Teachers plan different levels of work in class to enable each child to understand what they are doing. This is often called differentiation and will depend on the individual child's needs but may include different resources, simplified tasks, more practical ways of recording learning or support from the teacher or a teaching assistant for particular activities. Teaching assistants may be allocated to work with the pupil in a small focus group to target specific needs. At other times the class teacher will work alongside the group.

If a child finds a particular subject difficult or a concept within the subject difficult, this doesn't always mean they have a special educational need. Class teachers will talk to parents and children to identify small

suitable targets so the pupil can make progress in this area. The school may refer to these as Individual Learning Plans, ILPs – as previously mentioned.

How will both I and school know how my child is doing and how will school help me to support my child's learning?

Teachers regularly assess the achievement of each pupil in their class through marking pupils' work, working with or observing pupils and through discussion with other adults working with the pupils (for example, teaching assistants). Additionally, staff use standardised testing to measure progress, such as: Phonics Screening and End of Year Assessments. Where a child is receiving support from a specific intervention or programme, these are evaluated using pre and post assessments, focusing on a child's academic progress but also their confidence and learning behaviours towards this. You will be able to discuss your child's progress at reviews throughout the year and parental consultation evenings. You can also arrange an appointment with your child's class teacher at any time through the year if you wish to raise a concern or seek clarification.

At parental consultation evenings or review meetings, the class teacher may suggest ways that you can support your child's learning. Homework, including daily reading, is the most important way that you can help your child to be successful in their learning.

You will be informed if your child is taking part in any intervention groups, either at parental consultations or through a discussion arranged by the class teacher. This discussion will give you the opportunity to ask any questions that you have about the intervention support. At the end of the intervention, there will be another opportunity for a discussion with the class teacher or the teaching assistant who has delivered the intervention. This provides you with the opportunity to find out about the progress your child made during the intervention and to share your views about any impact that you have noticed.

As previously mentioned, if a child has an Education, Health & Care Plan, EHCP, they will have an annual review meeting each year to review their progress and to set targets for the following year. This meeting will involve the pupil (if appropriate), parents, SENDCo, class teacher and any other professionals who are involved. Should the needs of the child change before this annual review, the school is able to call an early review to reassess the needs of the child.

It is important to note that a child with SEN may not make rates of progress that is easily recognised in comparison with their peers but they will be making progress at their own rate. All children will be expected to make at least small steps of progress towards their specific targets and will be supported to make personal growth towards their social skills, self-esteem, levels of confidence and emotional wellbeing.

What support will there be for my child's overall wellbeing?

If a child has social, emotional or mental health needs that require support, Tutshill also has pastoral and ELSA provision. Pastoral support groups are an in-school, teacher-led intervention of groups of less than 12 students that effectively replace missing or distorted early nurturing experiences for both children and young adults; they achieve this by immersing students in an accepting and warm environment which helps

develop positive relationships with both teachers and peers. It provides children with further personalised learning opportunities in which they are able to work at their own pace, in a safe and secure environment. The purpose of pastoral support is to improve a child's social and emotional skills and strengthen their social networks, as well as improving their behaviour as a result of an improved wellbeing and self-esteem. In addition to this, studies have found a statistically significant advantage in academic progress for pupils that attend pastoral support groups as they develop their wellbeing and reduce their barriers to learning. To support this, our pastoral support staff work closely alongside class teachers in order to set, review and provide opportunities for children to work towards set targets. Moreover, all children on the SEND register have targets linking to their wellbeing, social, emotional and mental health to ensure we are providing a holistic approach – understanding that a child will only start to make academic progress when their emotional needs are met. Aspects of our pastoral support is filtered through into classrooms. For example, each classroom has a 'Regulation Station' box (which contains resources to support children in regulating their emotions).

Additionally, our nurturing principles are carried out throughout the whole school using initiatives such as: Trick Box and Emotion Coaching. Trick Box outcomes are built around the habits and skills that can help young people take up positive life opportunities and thrive. It helps children develop self-coaching skills and use tricks from their 'Trick Box' to help them navigate through a variety of opportunities in school and through life. These tricks will develop their confidence, communication and creativity and also their ability to be mindful through emotional management, relaxation and solution thinking. Moreover, Emotion Coaching, founded by John Gottman, uses moments of heightened emotion and the resulting behaviours to guide and teach a child about more effective responses. It focuses on understanding the reasons for the behaviour and, through repetitive, consistent and empathetic Emotion Coaching, their ability to regulate their emotions is promoted and it enhances their confidence and self-esteem. Emotion Coaching is not an intervention to be put into place but more of a strategy used for opportunities that arise. This is because a key element involved in Emotion Coaching is becoming aware of the child's emotions and recognising the emotion as an opportunity for intimacy and teaching.

The school has a clear behaviour policy. For children who are struggling to comply with the behaviour expectations, an individual behaviour plan will be set up, including regular meetings with parents and children to set targets and ensure that appropriate provision is in place. Additionally, class teachers are available to meet with parents or pupils who wish to discuss issues or concerns relating to behaviour, emotional wellbeing or attendance. At Tutshill, we have a sound understanding that all behaviour is communication and our aim will be to identify any reasons *why* a child is behaving in an unexpected way. We have a restorative approach in place to help children navigate difficult social situations whilst giving them the confidence to know that bullying will not be tolerated and will be dealt with.

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

Occasionally, if a child has considerable needs and has not made rates of progress from interventions and support put in place by the school, it may be necessary to work with outside agencies to access more specialised expertise or a better understanding of the child's particular needs. Parents/carers will always be involved in any decision to refer to outside agencies.

The agencies used by the school include:

- Educational Psychologist (EP)
- Advisory Teaching Service (ATS) - within these the service provides the following specialisms:
 - Communication and Interaction
 - Hearing Impairment
 - Visual Impairment
 - Physical Disability
 - Cognition and Learning
 - Social, Emotional & Mental Health Difficulties
- NHS Speech & Language Therapist (SaLT)
- Occupational Therapists
- Training providers e.g. Makaton training
- Families First Plus Service or Families First Service/ Early Help
- Children and Young People Service (CYPS)
- Child and Adolescent Mental Health Services (CAMHS)
- Social Care services, including Early Help workers
- NHS Paediatricians
- NHS School Nurse
- Education Welfare Officer (EWO)
- Autistic Spectrum Disorder Outreach Team (ASDOT)
- Early Years Portage and Inclusion
- Sensory Support Service (Hearing Impairment Team)

At Tutshill School we have a skilled teaching assistant that has previously worked alongside a qualified speech therapist. Focused and timely support is given to children that have difficulties with communication and language.

What does the Special Needs and Disabilities Coordinator (SENDCo) do?

The school SENDCo is Mrs Hannah Williams. She coordinates the SEND provision for all children with SEND in the school. This includes meeting with parents/carers, other professionals, working with the head teacher and school governors, advising school staff and overseeing interventions.

Each term, Mrs Williams monitors every SEND child's progress and makes sure that interventions are effective and school is providing the best education. If you feel you would like to meet with Mrs Howell, please contact the school office for an appointment.

What training are the staff supporting children with SEND had or are having?

Several staff meetings throughout the year, as well as INSET days, are used for the SENDCo or other specialists to train staff in how to differentiate work in class or how to support children with different types of SEN. For example, over the last year, staff have received training about ELSA (Emotional Literacy Support Assistant) provision, Emotion Coaching and Trick Box programme. In addition to this, there is training and

support for teaching assistant to ensure that all interventions and the progress made from these are recorded and evidenced correctly.

Teaching assistants have been trained to deliver the interventions that they teach. Individual teachers and teaching assistants attend training courses run by the Local Authority or outside agencies that are relevant to the needs of specific children in their class.

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

Activities and school trips are available to all children. Risk assessments are carried out and procedures put in place to enable all children to participate. However, if it is deemed that an intensive level of individual support is required (above that which the school can reasonably provide) then a parent or carer may be asked to accompany their child during the activity. Children will only be excluded from activities if a risk assessment shows that their behaviour poses a significant risk to themselves or others despite appropriate additional procedures or support. This will be discussed with parents on an individual basis.

How accessible is the school?

All classrooms can be accessed by a wheelchair as we are on one level. Throughout the school there is ramped access. Following an audit by a visual impairment specialist from Gloucester County Council in 2016, the school is readily accessible for anyone with a visual impairment. Additionally, we have a medical room with a locked cabinet in order to enable a safe place for medications. We also have our pastoral support room (The Busy Bee Hive) to improve inclusion for vulnerable children.

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

When a child joins or leaves the school, there will be a discussion between the previous and receiving schools about the child's needs.

Starting school: If your child is joining us from a previous setting there will be meetings with the setting staff and Tutshill school staff will meet your child at the setting, before even starting at Tutshill. We will know your child learning ability and likes and dislikes in advance so we are able to make the transition as seamless as possible.

Should your child join us during a school year, we will make contact with their previous school so that we have all necessary information. Should your child have an EHCP, the objectives will continue to be met at Tutshill - again meeting the child's needs as stated in the EHCP.

In the summer term of Year 5, pupils attend a taster day at the local secondary school. Additionally, Year 6 pupils attend transition days or sessions at their secondary school in the summer term. Additional visits are also sometimes arranged for pupils with special educational needs to help them to feel confident about moving up to secondary school.

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

Each financial year, part of the school's budget is allocated to providing additional support or resources, including staffing, for example teaching assistants. In addition to this, there are many assessments carried out to identify how we can further support your child. We are able to conduct visual screening tests, identify dyslexic traits as a result purchase necessary equipment such as colour paged books, writing slope and pencil grips.

If a child has significant needs requiring considerable individual support or resources which cannot be provided from the school budget, at an EHCP level of SEND support, the SENDCo can apply for extra money (called 'top-up funding') from the Local Authority if the child's needs and support provided meets the criteria. The school has an obligation to meet the objectives as set out in the children EHCP.

How are parents and carers involved in the school? How can I be involved?

Parental contribution to your child's education is through discussions with the class teacher, including parental consultations' evenings. Parents/carers, class teachers, the SENDCo and the children themselves all work together to ensure the best outcomes. Parents/carers will be invited regularly to discuss your child's plan at parents evening, where decisions will be made about targets, evaluating progress and deciding on next steps. If your child has a My Plan Plus or an EHC plan, you will be invited to regular multi-agency meetings where everyone who is involved with your child will attend and discuss progress. If you would like to speak to someone about your child's progress, please come into school and make an appointment with the class teacher firstly or SENDCo, Deputy Head or Headteacher.

Regular newsletters are made available on the school website to keep parents informed about events in school. The school website also provides information about the school curriculum, events and important policies. Further information regarding your child's learning can be found on your child's eSchools page.

For some children with identified educational needs, parents are also involved through discussions with the SENDCo or other professionals.

Who can I talk to about Special Educational Needs and Disabilities?

Your first point of contact should be your child's class teacher. You can arrange a meeting with them by speaking to them at the end of the school day or through the school office. The class teacher will then be able to direct you to other staff who may be able to help, such as the SENDCo, Headteacher or other professionals.

There is a named governor who meets with the SENDCo several times throughout the year in their role as SEN governor. Their role is to support and challenge the school to ensure that it is as inclusive as possible. They monitor and review relevant statutory policies.

Headteacher:

Miss J. Lane

SENDCo:

Mrs H. Williams

Federation SEND Governor

If you are considering your child joining our school, please contact the school office who will be able to direct you to the Headteacher or SENDCo for further information and will be able to arrange an appointment for you.

Other sources of support or information

Many of our school policies are available to read on our website, or alternatively can be requested at the school office, for example:

- Special Educational Needs and Disabilities (SEND)
- Behaviour Discipline Policy
- Anti-Bullying Policy
- Inclusion Policy
- Child Safeguarding Policy
- Curriculum Policy

SENDIASS Gloucestershire is the Special Educational Needs and Disability Information, Advice and Support Service. It provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND).

0800 158 3603 (on a landline)

01452 389345 (on a mobile)

Website: <http://sendiassglos.org.uk/>

You can contact Supportive Parents for information and support about special educational needs, including help with SEN paperwork.

Information and Support: 0117 989 7725 (Mon, Wed, Fri 10am -2pm Term-time)

Email: support@supportiveparents.org.uk

Website: www.supportiveparents.org.uk/

The Local Offer provides information on what services children, young people and their families can expect 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. You can find out more about how to use Gloucestershire's Local Offer at

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>

Local Authority Information

<http://www.gloucestershire.gov.uk/sen>

Independent Parental Special Education Advice

0800 018 4016

www.ipsea.org.uk

Further parent links and information can be found on SEND section of the school website.