



SEND at Tutshill C of E



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 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.

Pastoral Support

- ◆ 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.
- ◆ Support children in regulating their emotions (and actions as a result of behaviour).
- ◆ Supports children to have improved understanding of social situations and social skills.
- ◆ Accelerated rates of self-esteem and sense of achievement.
- ◆ Accelerated progress when passed back in to the classroom.
- ◆ 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.
- ◆ ELSA support group to allow for bespoke interventions.
- ◆ Pastoral support lunch time group for SEND and disadvantaged.

Curriculum and Enrichment

- ◆ Every child has access to the National Curriculum.
- ◆ 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.
- ◆ Our learning behaviours 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.
- ◆ Some children with SEND are attending sports, cookery and/or art clubs after school.
- ◆ We actively seek out children with SEND to engage with residential, school council, lunch time responsibilities, enrichment and after school clubs.
- ◆ Multitude of events to celebrate achievement: choir, sports, music etc. where some SEN have truly flourished.
- ◆ 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.

Identifying children with SEND

- Graduated Pathway
- Professional Conversations
- Boxall Profiles
- Advice from external agencies
- Assessments
- Observations
- External diagnosis

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.
- ◆ INSIGHT tracking of progress points.
- ◆ Evidence of progress filed for children's individual targets. SENCO monitors this termly.
- ◆ Achievement of My Plan/+ targets—reviewed termly.
- ◆ Breakdown of EHCP outcomes in short term reviews.

Support and Training

- ◆ 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.
- ◆ Staff provide support by team-teaching and sharing effective practice.
- ◆ Children have specific support and guidance directly taken from their EHCPs.