

Tillington Manor Primary School



SEND Information Report



Autumn 2024

SENCO: Mrs K Brockhurst and Miss N Hall – contactable via the school office or ClassDojo 01785337500

Assistant SENCO: Mrs J Maud

Introduction

At Tillington Manor Primary School we welcome everybody into our school community. The staff, governors, pupils and parents work together to make Tillington Manor a happy, welcoming place where children can achieve their best by working together. We want children to develop as confident individuals and to achieve their full potential which means that equality of opportunity must be a reality for our children. We make this happen through the attention that we pay to the different groups of children that we have in our school, providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment. We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention programmes or longer term individualised tailoring of the curriculum, matching to personalised needs.

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all

- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion Statement
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need;
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To support the full inclusion of pupils with medical conditions in all school activities by ensuring consultation with health and social care professionals.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
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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. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to or different from, that made generally for others of the same age in a mainstream setting England, Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014

The difficulty or disability may relate to:

- Communication and Interaction

- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory or Physical Conditions

How are Special Educational Needs different to Additional Needs?

Many children in our school have additional needs. For example, some children have medical conditions whilst others speak English as an additional language. Children with additional needs do not necessarily have a learning difficulty or disability although they may require additional support in order for them to access the curriculum to their full potential. Children with Special Educational Needs have learning needs that are significantly different to the majority of others in their class or year group. Special educational provision is additional to or different from that made generally available for others of the same age.

What should I do if I think my child has Special Educational Needs?

We aim to build positive relationships with parents by having open and honest discussions at all levels.

First of all, parents are encouraged to talk to their child's class teacher. This should be the first port of call in most circumstances as they have the most contact with pupils and the most up to date information about all aspects of their learning and development.

The class teacher will listen to parental concerns and may suggest a meeting with the SENCo or may suggest putting an Early Support Plan in place to see what impact it has initially.

If the class teacher is not immediately available or parents wish to talk through their concerns with the SENCO first, they should be advised to speak to the school SENCO. The SENCO role is currently shared between K Brockhurst and N Hall. They are contactable via the school office:

office@kmps.perryhallmat.co.uk

Tel: 01785 33750

Quality First Teaching within a Differentiated Curriculum

Despite receiving differentiated learning opportunities:

- makes little or no progress
- shows signs of difficulty in developing skills in Reading, Writing or Maths
- presents signs of persistent emotional or behavioural difficulties
- has sensory/physical problems despite the provision of specialist equipment
- has communication or interaction difficulties.

Put Early Support Plan in place Discuss with SENCo if second cycle is needed.

Assess
SEN Support

Further intervention

Review

Plan & Do

Interventions planned and delivered.

Progress will be carefully tracked.

How are Special Educational Needs or Disabilities identified?

The school follows a broad and balanced curriculum and needs may be identified in different areas of the curriculum.

At Tillington Manor, children are identified as having a Special Educational Need or Disability (SEND) through a variety of ways including:

- Liaising with pre-school/previous school
- Concerns raised by parents
- Liaison with external agencies e.g. physical needs
- Health diagnosis
- By the class-teacher

Rigorous assessment is used to continuously track children's progress and this is often where concerns are first raised by teaching staff. Assessment is an ongoing process throughout the school and checks that each child is making adequate or better progress against the national expectations for each year group from Y1 to Y6 and against the relevant age-bands in EYFS. If a child is not making the expected progress, then we identify a need and determine the reasons why. Teachers and support staff also play a vital role in raising concerns about other barriers to learning, such as behavioural, social or emotional matters.

In the first instance, if a child does not make expected progress, the next stage would be to use an Early Support Plan to plan provision to help them to catch up. If after two cycles of Early Support, a child is still not making expected progress, we would meet with parents to consider what special educational needs have been identified and these needs would be recorded on our SEND register. An IEP (Individual Education Plan) is devised, often with contributions from the child and their parents as well. This IEP is reviewed termly.

As a school we promote a graduated approach to identifying, assessing and providing for pupils' special educational needs. This approach involves cycles of assessing, planning, carrying out provision and reviewing progress made. Where appropriate, specialist expertise will be called in to support this process and provide guidance for the school and support strategies. Sometimes specialists will meet with parents and may attend review meetings.

How are parents involved in supporting their child with SEND?

At Tillington, we value contributions from parents. Below are some of the ways in which we involve parents in supporting their child:

- Progress towards the planned targets and outcomes will be shared termly with parents through termly IEP (Individual Education Plan) reviews.
- Attainments are shared with parents termly through the school reporting system and through parents' evenings. Parents of children with SEN are offered appointments with the class teacher and can also make additional appointments with the SENCO for the same evening.
- Progress and outcomes are also discussed during consultation meetings with other external agencies, such as Speech and Language therapists, Physical Disability Service Support and with the Educational Psychologist.
- Information reports are shared with parents so that they are fully informed of any assessments and observations of their child.
- We always welcome and encourage help and encouragement from home.

This can take the form of:

- Guidance on helping achieve targets by suggesting Web sites and ICT resources: following advice from Speech and Language Therapists (where appropriate)
- Reading regularly and practising spellings and key maths facts.
- Praise and encouragement from home as well as school

How are children involved in the SEND process?

Children who have Special Educational Needs or Disabilities are encouraged to be involved in the learning process at all levels. Through thorough marking and feedback (written or verbal), children are aware of their targets and know what they have to do to improve.

Pupils are also invited to comment on the support that they have been given and help in deciding targets for their IEP. Support is then tailored to their individual needs.

Some children have a 'One-Page Profile' which, along with parents, they are encouraged to contribute to. This profile notes some of their preferred learning styles and any adjustments that need to be in the classroom or school environment to help them to achieve their best.

What types of SEND does the School provide for?

Additional and/or different provision is currently being made in school for children with a range of needs, including:

Cognition and Learning – moderate learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia

Medical, Sensory and Physical – visual impairment, epilepsy, sensory processing disorder, fine motor difficulties, anaphylaxis

Communication and Interaction – Autistic Spectrum Condition, Speech and Language difficulties

Social, Emotional and Mental Health – Attention Deficit Hyperactivity Disorder (ADHD), Attachment difficulties and trauma

How do we adapt the curriculum and learning environment for children with SEND?

The curriculum is adapted and scaffolded to meet the needs of all of our children. Adaptive teaching may occur by grouping (e.g. small group, 1:1, ability groups, talk partners); content of the lesson; teaching and learning style (taking into account that children may need additional visual support, for example); pace of the lesson; provision of resources or materials; alternative recording methods (scribing, use of ICT, photographs etc); outcomes expected from individual children; level of support provided and time given to complete recording.

We act upon the advice given from external agencies (enlarging print for VI children, use of coloured overlays, sensory cushions or recommended writing materials, for example) and endeavour to make sure that our classrooms are Dyslexia, Autism and Communication Friendly.

Examples of reasonable adjustments in a typical classroom are shown below:

Physical Support	English Support	Visual Support	Social and Emotional Support
<ul style="list-style-type: none"> • Sloping board • Stabilo easygrip pen • Easy cut scissors • Ear defenders 	<ul style="list-style-type: none"> • Reading rulers/coloured overlays • word mats for topic • word banks for descriptive writing • RWI sound charts 	<ul style="list-style-type: none"> • visual timetable • now/next board • steps to success 	<ul style="list-style-type: none"> • Reward chart • Work to be proud of board
Concentration Support	Maths Support	Communication Support	Medical Needs
<ul style="list-style-type: none"> • Task board/sequence cards • sand timers • Table to one side, away from distractions • iPad available for brain breaks 	<ul style="list-style-type: none"> • hundred square next to table • number lines/squares easily available • times tables mats 	<ul style="list-style-type: none"> • Thinking time • Chunking of instructions • Pre-teaching of topic vocab 	<ul style="list-style-type: none"> • Inhalers and green folder for recording • care plan for medical conditions

What is the school's approach to teaching children with SEND?

The fundamental aim of our school is to enable all children to reach their potential and helping to break down barriers to learning is one of the ways in which we make this happen. We work in partnership with all our families and external agencies to make high aspirations a reality for every child and to provide equality of opportunity.

Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities so that all can achieve. This means that provision for children with SEND is a matter for the school as a whole. Therefore, the Trust, the Governing Body, the Headteacher, the SENCo and all staff members have important responsibilities in this area.

All teachers are teachers of children with SEND and a continuous cycle of assessing, planning, doing and reviewing is firmly embedded, taking into account the wide range of abilities, aptitudes and interests of our children.

Children with SEND will receive support that is additional to or different from the provision made for other children. All teachers take account of a child's SEND in planning for a variety of learning experiences. They provide support for communication, literacy and language needs; they plan to develop children's understanding through physical and practical activities and help children to manage their own behaviour and emotions in order to be effective learners.

At Tillington, we aim to identify children with particular needs as early as possible. Assessment of need will first start with the class teacher and then specific assessments may be carried out to enable the SENCo to create as clear a picture as possible of the child's learning needs.

We acknowledge that not all children with disabilities necessarily have special education needs. All our teachers, however, take action to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum. Potential areas of difficulty are identified and assessed at the outset and external agencies are brought in to advise school staff, where appropriate.

Assess, Plan, Do, Review Cycle

Assess

We carry out observations, hold discussions between staff and parents/carers to identify and analyse the needs. The child's strengths and areas for development are then noted.

Assessments from outside agencies, such as Educational Psychology, SALT, PDSS and Autism Outreach may also be required, with parental

Plan

A discussion meeting is held with parents, staff and any other professionals who are involved to plan for what support will be put into place.

The plan is 'outcome focused' with thought going into what we want the child to improve, develop or achieve. The plan should involve the child, where appropriate and possible.

The interventions and support required are identified as is the expected impact on progress,

Do

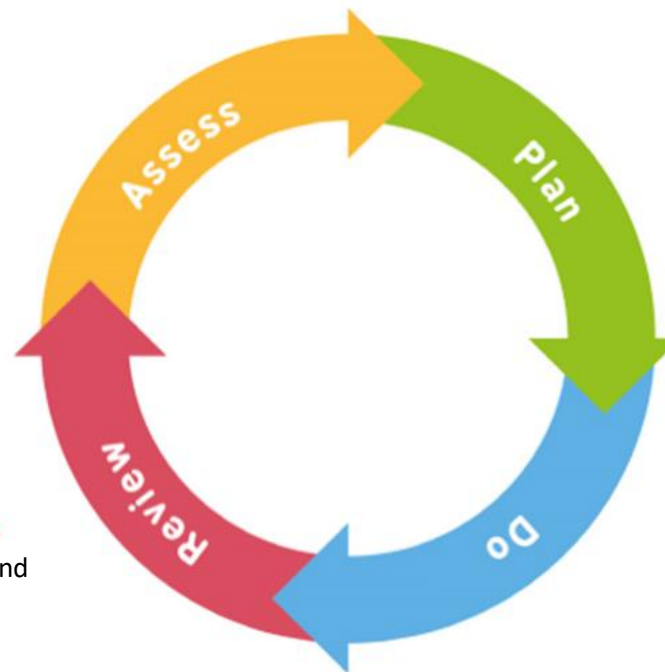
The planned support is implemented with class teachers, support staff and any other staff members, working together with support from the SENCo.

Progress is monitored to see how the child responds to the planned support.

Review

The effectiveness of the support so far is discussed and the impact on learning noted.

We check back against observations and planned outcomes before carefully planning the next steps with parents, the child and outside agencies.



How does the school assess and review the needs of children with SEND?

In school, we use a range of assessments throughout key stage 1 and 2. Most children are tested termly with the NFER reading and White Rose maths tests. Additional and different assessment tools may be required when children are making less than expected progress.

Less than expected progress is characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers.
- Widens the attainment gap

Progress in other areas is also considered, for example, where a child needs to make additional progress with social needs in order to make successful transitions. If behaviour is causing a concern, any underlying learning difficulties are always considered and any changes at home. Observations in the classroom and behaviour checklists would be gathered, considering the involvement of others and any environmental factors. A range of more specific tests are also used. These are usually carried out by the Assistant SENCO or the SENCO to assist in identifying a child's individual needs. We may use:

Salford Sentence Reading and Comprehension Test

SPAR or SWST spelling test

YARC Reading and Comprehension Assessment

Phonological Assessment Battery (PhAB)

Basic Skills Number Test

British Picture Vocabulary Scale (BPVS)

Nessy Quest – Dyslexia screening tool

Welcomm

How does the school review the progress of children with SEND?

Informal reviews and liaison between parents, support staff and class teachers occurs as frequently as necessary, sometimes daily. Parents and outside agencies are invited to attend formal reviews which usually happen on a termly basis.

For these termly reviews, parents are invited to meet with the class teacher as part of the Assess, Plan, Do, Review process. The child's views are taken into account, where possible, and priorities for future support are then identified. At each review, consideration is given as to whether additional professionals or support agencies need to be involved.

Where there are different agencies involved, often the SENCo will coordinate the review process and lead the meeting.

EHC Plans are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concern arises. Children under 5 have 6 monthly reviews if they have a statement or EHCP.



How does the school evaluate the effectiveness of SEND provision?

Individual Education Plans (IEPs) are used to evaluate the effectiveness of the support for the child. This allows us to carefully monitor the impact of different interventions or approaches that we have tried. The SENCO carries out SEN surgeries with class teachers to ensure that targets are appropriate and are Specific Measurable Attainable Relevant and Time Bound – SMART. At Tillington, Provision mapping, from Edukey, is the tool used to ensure this is consistent across the whole school.

Attainment and progress data for children with SEND is tracked on a termly basis in terms of National Curriculum Age-Related Expectations.

The SENCO monitors the impact of support staff by conducting learning walks and lesson observations to ensure that support is of the highest quality.

The data from interventions is carefully analysed to ensure that only interventions with the most positive impact are used to help children to narrow attainment gaps. This is also done via reports from Edukey.

The SEND link governor at Tillington is Mr Simon Rowland. He has an important role to play in evaluating the effectiveness of SEND provision. Termly discussions with the SENCO are important to analyse the provision for children with SEND. The SEN Audit tool is used by the SENCO and Assistant SENCO to evaluate provision and this is then shared with the SEN link governor. This discussion provides an opportunity to discuss the effectiveness of SEND provision as a whole.

Tillington are part of the Local Authority NASEN whole school send project and have recently conducted a send review with a partner school in Stafford.

The SENCO attends regular Network meeting with PHMAT SENCOs.

How are children with SEND included in school activities?

The school aims to include all pupils as much as possible in school activities. A risk assessment will be carried out and procedures/support put in place to



accommodate any special needs or disabilities.

Examples of support given for children are as follows:

Children with Autistic Spectrum Condition are supported before school trips by explaining carefully and clearly what will be involved. Where possible, pre-visit photos are used to show pupils what they can expect when they are there. Time is given for children to talk through any anxieties that they might have and resources are used where appropriate to help them to cope with any difficulties. This might mean providing individual visual timetables or now/next boards to take on the trip or providing ear-defenders when going on trips to the theatre.

For children with Dyslexic tendencies, alternative means of recording work are used. This may include typing work on a laptop or tablet, rather than having to handwrite. Spellchecks can be used to support children in identifying words that they may be able to self-correct.

All children are encouraged to take part in extra-curricular activities, regardless of their Special Educational Needs, Disabilities or medical conditions. Where necessary, needs are discussed with parents/carers beforehand so that any additional arrangements can be made.

Children with SEND are included in whole school opportunities such as school council, pupil voice committees and the junior leadership team. They are supported to do this by staff.

How are the social and emotional needs of children with SEND supported?

At Tillington Manor Primary School, our SENCO and Headteacher (K.Brockhurst) is the Senior Mental Health lead and has received Mental Health First Aid training.

Our School has an accredited and accredited Emotional Literacy Support Assistant (ELSA). ELSAs are emotional literacy support assistants. They are teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people in school. ELSAs have regular professional supervision from educational psychologists to help them in their work. ELSAs help children and young people learn to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them.

Our School employs a Family Support worker (FSW) who has received Mental Health First Aid training. She supported parents and pupils, ensuring social and emotional well being is positively impacting the pupils. Our FSW provides support in a number of areas including home routines, sleep, positive self, parental mental health and signposting to services.

The Autism Outreach Team also support the social and emotional needs of those children who are diagnosed with Autism. Our support workers are Hazel Wood and Suki Dhami, and they come into school regularly to support those children. Sessions include managing anxiety, identifying emotions and work on transition into new year groups and classes.

It is recognised that children with Communication and Interaction difficulties often find lunchtimes difficult so there are lunchtime clubs running that support the social needs of these children. One of our lunchtime clubs has a broad range of activities with social games and communication games making these sessions fun for the children who are invited to come.

How are the staff trained to support children with SEND?

Our SENCo (K.Brockhurst) has been in post since January 2019 and holds the National Award for Special Educational Needs, which is a statutory requirement for all new SENCOs appointed from September 2008. Our SENCO (N.Hall) is currently undertaking her NPQ SEND qualification. Both SENCOs are mainly non-class based to manage and lead SEN in school. Both SENCOs hold a leadership position due to the high priority the school places on Inclusion and SEND.

As specific needs arise, the SENCOs approach specialists from a range of agencies to ensure that staff have as much knowledge and understanding as possible.

Continued Professional Development for SEND includes:

- Autism Tier 1 training for all staff, including lunchtime support and admin staff
- Medical training — for example, Anaphylaxis and Asthma
- Read Write Inc training and support for 1:1 catch up
- Precision Teaching
- SOS spelling
- Speech and Language Training
- SENCO termly updates and yearly conference
- Support from PHMAT - for SEND updates
- Paediatric First Aid training for all staff
- Mental Health and Wellbeing training for SENCO and Family Support Worker
- Quality First Teaching training for all staff

Additional training has been provided:

- SENCo and Assistant SENCo have had dynamo maths training
- Autism Tier 2 training
- Mental Health First Aid training for Pastoral Support officer and SENCO
- Emotion Coaching
- Adaptive teaching – strategies in line with the Teacher Handbook, NASEN



What additional support services are available and how does the school work with other agencies?

The school works with a range of other agencies. Their details are as follows:

- Special Educational Needs Inclusion Service (SENIS)

Including:

- ❖ Behaviour Support Service
- ❖ Hearing Impairment team
- ❖ Visual Impairment team
- Educational Psychology - Educational Psychologist – Alison Plant
- Autism Outreach - Caseworkers – Nikki Slade and Suki Dhami
- Speech and Language Therapy Service – PHMAT -Chloe Jackson, NHS – Elena Bates, Denice Hyde, Chloe Wilkes
- Cicely Haughton Special School – Social, Emotional and Mental Health/Behaviour Cicely@Stafford – Clare Harvey
- Local Support Team
- Social Services

The Staffordshire Local Offer can be found at: <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Perry Hall Multi-Academy Trust Inclusion and Psychology Service (PIPS)

The Trust have established a service that consists of an Educational Psychologist, Assistant EP/SPLD Specialist, an Occupational Therapist and two Speech and Language Therapists. They support all schools across the Trust alongside the services made available from the Local Authority and other private providers. Referrals can only be made by school with consent from parents.

How are funding resources secured to support children with SEND?

Additional to the universal provision made for all children coming into school, schools are also allocated additional funding within their budget to support pupils with additional needs. The notional SEN budget includes all of the funding allocated using pupils' prior attainment as a guide and half of the funding allocated for deprivation.

Specific Resources

If more than 10 hours of support are being provided and additional criteria is met, then the next stage for the school would be to apply for an Education and Health Care Plan (EHCP). If more than 10 hours of support are being provided and additional criteria is met,

Educational Health Care Plan needs assessments can be applied for by the school or by parents. If a needs assessment is agreed, it is the start of a process where the needs of the child are looked at in detail so that the local authority can agree a plan and funding to support the child. This then becomes a legal document that is closely matched to need.



How does the school support children with medical conditions?

If a child has medical needs:

- The SENCO will arrange a meeting to discuss the child's needs with the parents and, on occasions, the school nurse. A Health Care Plan will be implemented, indicating any special requirements, whom to contact in case of emergencies, etc.
- The school nurse will provide any training required for staff and the SENCO will provide information to all staff regarding the child's condition and arrangements for care, including a list of staff trained to administer medicine.
- The Care Plan will be reviewed termly, with parents informing school of any changes in their child's condition. Care plans can be found on Edukey so as all staff have access to confidential information in a secure way.

Support available in school

- The school has a medical room, where medicines can be administered in private.
- Staff are trained in administering medication for asthma, epilepsy and Anaphylaxis
- Risk assessments are completed for any school trips and these are done on an individual basis.
- The school works with external agencies such as the school nursing team, occupational therapists and oxygen providers to ensure the well-being and safety of children with medical conditions

How does the school prepare pupils for moving on to the next stage?

On entry

- Parent/carers and pupils 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.
- The Early Years lead/teachers meet with all new parents of pupils to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- Information to introduce a child to either Nursery or Reception will be provided and visits arranged prior to September to help children to have a smooth entry to their new class and to settle into school routine
- Strategies to familiarise children with their new situation will be in place and may include providing photographs of key staff and the environment to take home for those with autistic tendencies to enable them to more readily accept change.
- The SENCO will meet all parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be met, prior to entry. For these children, an entry in stages may be suggested.
- If pupils are transferring from another school, the previous school records will be requested immediately, and a meeting will be set up with parents to identify and reduce any concerns.

Children who are transferring to the next school (Secondary)

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. There are further additional opportunities for children with SEN to meet in small groups with the Transition Coordinator, where they are given opportunities to familiarise themselves with their new school layout and all the facilities and to meet new staff and know how to access help and advice. These visits help to reassure them and also their parents.
- All records of interventions and support, including reports from outside agencies will be passed on to the new school to ensure a smooth transition of care.

What is the Local Authority Offer and where can I find it?

Staffordshire's Local Offer describes the provision that is available for children and young people with Special Educational Needs and Disabilities (SEND) and their families. The Local Offer website helps families by gathering in one place, the information that they need to know in order to make informed choices about the support they receive.

The Staffordshire Local Offer can be found at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>



Special Educational Needs and Disabilities Local Offer

Information, support and services for children and young people aged 0-25 with special educational needs or disabilities (SEND).



For Parents and carers



For Young People



For Practitioners



Parent Carer Forum



SENDIASS

In 2013, the school environment was updated and new facilities were installed.

- New entrances have been created with wider doors suitable for wheelchairs
 - A toilet with facilities for visitors/pupils with disabilities has been created, including a changing station.
 - Disabled parking spot marked and located next to the school reception.
 - Play areas with cushioned surfaces have been installed
 - New school alarms have been installed – there are visual and auditory prompts
 - The school security has been increased by the provision of fenced areas
- (Please refer to the School's Accessibility Plan)

The school environment is constantly evaluated in line with Health and Safety policies and developments needed for pupils who join Tillington with medical needs



What is the complaints procedure for parents of children with SEND?

We hope that complaints about SEND provision will be rare. However, if there should be a concern, the process outlined below and in the school's Complaints Policy should be followed.

It is in everyone's interest that complaints are resolved as quickly and at as low a level as possible.

In the first instance, the complaint would be dealt with by the class teacher. The complainant should feel that they have been listened to and that all points raised have been addressed.

If the matter remains unresolved, the complaint is dealt with by N Hall, SENCO and Assistant Headteacher.

If there is still no resolution, K Brockhurst, the Headteacher should become actively involved.

Following this, if the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors, Mr Simon Rowland. The Governing Board will deal with the matter through their agreed complaint resolution procedures.

In the unlikely event that the matter is still unresolved, the parent can then take their complaint to the Multi Academy Trust or Local Authority.