

Tetherdown Special Educational Needs & Disabilities information report

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Staff Responsibility:	T. McMeakin (SENCo)
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Tetherdown Primary School, is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND). Our expectation is that children with SEND will receive an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

We will use our best endeavours to make sure that a pupil with SEND gets the support they need – this means doing everything we can to meet the pupil's special educational needs.

About this Information Report

This report answers some of the most frequently asked questions about the school and its provision for children with special educational needs. We will review and update this information report regularly to reflect changes and feedback.

If you need any more information please contact the SENCo, Ms McMeakin (SENCo) on 020 8883 3412 ext. 3 or e-mail tmcmeakin@tetherdownschool.org

1. What does SEND mean?

The term SEND describes the needs of children who have a difficulty or disability which makes learning harder for them than for other children of the same age.

SEND can cover a broad spectrum of difficulty and disability and children may have wider ranging or specific difficulties.

2. What kinds of Special Educational Needs (SEND) does Tetherdown School cater for?

Tetherdown Primary School is a mainstream primary school and welcomes children with SEND in one or more of the following areas:

- **Communication and interaction**
E.g. speech, language and communication needs (SLCN) Autism Spectrum Disorder (ASD)
- **Cognition and learning**
E.g. Specific learning difficulties (SpLD) e.g. dyslexia, dyscalculia and dyspraxia; Moderate learning difficulties (MLD); severe learning difficulties (SLD); global developmental delay.
- **Social, emotional and mental health difficulties (SEMH)**
E.g. Attention deficit hyperactive disorder (ADHD), attention deficit disorder (ADD) depression, eating disorders, attachment disorder, OCD
- **sensory and/or physical needs**
E.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy
- **Medical needs**
Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

3. What is the school's approach to the identification and assessment of pupils with special educational needs?

We recognise and respect children's different pace of learning. All of our teachers teach children with SEND. All of our staff recognise the importance of identifying SEND early and making effective provision quickly. The identification and assessment of SEND is built into the schools approach to monitoring the progress of all pupils.

We assess each pupil's skills when they first come to the school. This builds on the information from the child's previous early years or school where appropriate, and, through the process of transition meetings,

provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have their SEND diagnosed or identified we will work closely with the family and other agencies to make sure we know as much as possible about the child before they start at the school.

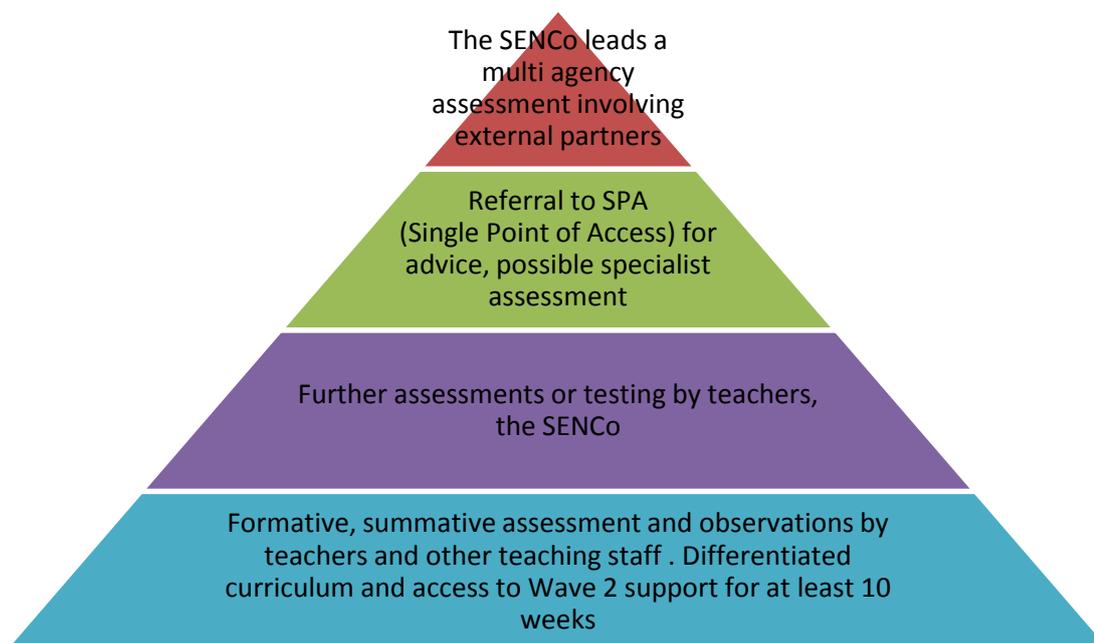
Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress, despite curriculum differentiation and targeted intervention being provided.

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place (Quality First Teaching). Ensuring high quality teaching is normally available to the whole class is likely to mean that fewer pupils will require additional support. As part of Quality First Teaching, teachers will provide differentiated curriculum activities and/or targeted (closing-the-gap) interventions.

If a child's progress continues to be slower than expected the teacher will work with the child's family and the SENCo to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances such as a new baby, a move of home, or the death of a relative. Or perhaps because they may have a special educational need.

We use a range of different assessment tools and systems to help identify and assess pupils with SEND. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEND and match interventions to the needs of pupils. They are summarised in the diagram below:



When considering if a child needs SEN provision we take into account:

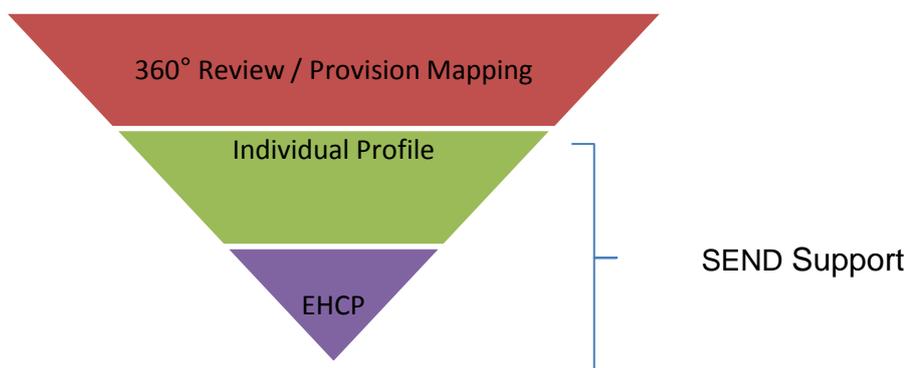
- identified area(s) of need
- previous results of targeted support or interventions to close the attainment gap
- the pupil's previous progress and attainment (where the above support was being provided)
- the teacher's assessments and experience of the pupil
- the pupil's development in comparison to their peers and national comparative data
- the views and experience of parents
- the pupil's own views
- advice from external support services, where appropriate

4. What are the school's policies for making provision for pupils with special educational needs & disabilities, whether or not pupils have Education Health and Care Plans?

Most of our pupils with SEND have their needs met as part of high quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning strategies for different pupils and a range of non-individual interventions normally provided by the school.

If a pupil is identified (through the assessment process above) as having special educational needs their teacher and SENCo will consider everything known about the pupil to determine the support needed and whether it can be provided by adapting the classroom offer or whether something different or additional is required.

Where provision for SEND is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action using one of the SEND planning tools we have available to use. The tools we use are summarised below:



360° Review: Used by the class teacher to assess the child's needs and to identify effective interventions / strategies in consultation with the SENCo.

Provision Mapping: A document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum. This map's interventions will be assessed on a regular basis.

Learning Plan: The Pupil Profile identifies the additional and different, specialised provision for the child. The Pupil Profile is driven by targets: interventions and strategies will be monitored using entry and exit data. This allows us to assess progress, evaluate the provision and set new targets. Targets will be set every half term by staff and reviewed with parents every term.

Statements of Special Educational Needs: A Statement of Special Educational Need would have been issued in the past by the Local Authority setting out the special educational needs of a pupil, the provision we needed for the pupil and any additional resources being provided to the school by the Local Authority to meet those needs. By 2018 all Statements will be replaced by Education Health and Care Plans (EHCP) for those that require them. Some statements may be converted to Learning Plans.

Education Health and Care Plan (EHCP): Where the school has done everything it can to identify, assess and meet the special educational needs of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care Plan assessment. The process for requesting an EHCP assessment in Haringey can be found on the Council's website www.haringey.gov.uk. Click on Children and Families tab which will take you to "Children with Special Educational Needs and Disability – Local Offer". As a parent or carer, you can also request access to further support by emailing Haringey on SEN@haringey.gov.uk

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEND provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have

- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision already in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them.

The following table shows the number of pupils with SEND in the school in Summer 2017 and the type of tools we use to plan SEND provision:

SEND Planning Tool	Number of pupils
Total number	45
SEN support	39
Statements of Special Educational Needs	3
Education Health and Care Plans (EHCP)	3
No SEND	375
TOTAL	420

4a. How does the school evaluate the effectiveness of its provision for SEND?

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need. We review the effectiveness of our SEND provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met (Pupil Profile review meetings and Pupil Progress meetings). We use data monitoring processes to collate, review and monitor individual attainment and progress of SEND pupils through the system.

Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

The teachers work with the SENCo, the parents and the child to make sure any SEND support is adapted or replaced by another approach if it is not being effective.

This report is presented annually to Governors who are responsible for monitoring pupil outcomes for all children, including those with SEND.

4b. What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?

Every pupil in our school has their progress reviewed regularly and this information is shared with both parents and pupils. We hold Learning Plan review meetings three times each year; more detailed structured conversations with families around the child's learning and progress. A small minority of pupils with SEND will have more frequent reviews. We provide an annual report at the end of the school year.

Reviews are usually led by the class teacher who holds good knowledge and understanding of the pupil's needs and attainment. The SENCo or teacher assistant will also be involved.

Reviews involve the parents and other professionals where this is appropriate. They are used to:

- discuss what is working well and not working so well
- find out if the SEND provision has been delivered as planned
- review the pupil's progress towards their goals and longer term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents.

4c. What is the school's approach to teaching pupils with SEND?

All pupils, including those with SEND, have access to a broad and balanced curriculum and Quality First Teaching provided by the class teacher. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets which are deliberately ambitious to encourage pupils to be aspirational about their achievements. Teachers plan their lessons with the SEN of pupils in mind, which means that most pupils with SEND will be able to study the full national curriculum along with their peers. Teachers and Special Needs Assistants / Teaching Assistants work together to in order to insure SEND provision is regularly reviewed and well differentiated.

Teaching staff always aim to match the work given to pupils with their ability to do it. School staff such as Teaching Assistants or Special Needs Assistants and other more specialist staff, may be directed to work with pupils, in pairs or small groups and sometimes individually.

The type of SEND support provided is based on reliable evidence of what works. We are careful to avoid the over reliance of individual support for pupils as evidence shows that in many cases this prevents them becoming independent learners.

We ensure that through our Continuing Professional Development programme all staff will acquire sufficient skills and knowledge to deliver the interventions that pupils need.

4d. How does the school adapt the curriculum and learning environment for pupils with SEND?

We make all reasonable adaptations to the curriculum and the learning environment to ensure that pupils with SEND are not substantially disadvantaged. We work closely with families and partners to identify what disabled children and young people might need before they start with us, and what adjustments we might need to be make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, in order to access additional resources and support.

Teachers will be supported by the SENCo to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEND. This may also involve working with outside partners. For example we might need to:

- provide visual resources to support learning
- rearrange the layout of the classroom
- create a quiet area in the school
- purchase and implement specialist IT software
- Access to evidence based interventions

In considering what adaptations we need to make the SENCo will work with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

4e. What additional support for learning is available to pupils with SEND?

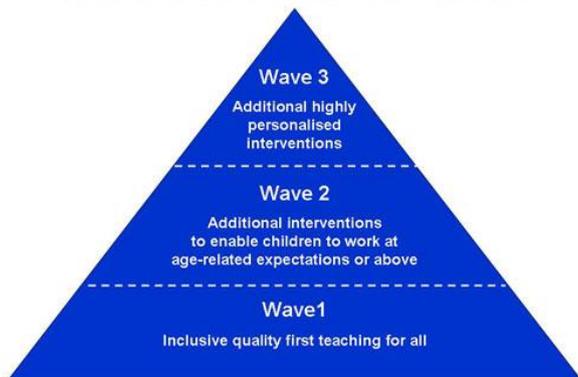
The school organises additional support for learning into 3 different levels, called Waves.

Wave 1 (Universal): Quality First Teaching as outlined above

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for identified children who need help to accelerate their learning in order to make greater progress and work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored *individual* intervention to accelerate their learning or provide children the opportunity to achieve their potential. This may include specialist interventions.

Waves of Intervention Model



The provision available at each Wave is summarised in our provision map.

Tetherdown School provides additional support for pupils with SEND to be able to access end of key stage assessments when needed, for example, additional time, prompting, time-breaks, adults permitted to read for Maths and Writing assessments, scribes or enlarged print for the visually impaired etc. We are able to support pupils with the administration of medication where recommended by health professionals. (See separate policy.)

4f. What support is available for improving the emotional and social development of pupils with SEND?

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEND. At Tetherdown School, in line with our vision statement, "Where friendships thrive and children learn to discover a world of possibilities", we believe in a culture within the school that values all pupils. We seek to be a model of justice, tolerance, forgiveness and understanding, notable for our quality of care.

With the child at the centre of the learning process, we implement teaching by giving equal consideration to:

- Showing concern and respect for all pupils, staff and parents.
- Promote British Values
- Preparing pupils for entry into the wider community.
- Providing equality of access to the national curriculum.
- Providing a curriculum that challenges and extends the child's whole moral, spiritual, artistic and intellectual abilities.
- Celebrating and respecting all ethnicities in the school.

We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. (See Behaviour and Anti-Bullying Policy)

For children with more complex problems, additional in-school interventions may include:

- advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class
- small group sessions - to promote positive behaviour, social development and self-esteem
- individual action plans - to support pupils during transition periods, break times
- additional support for the pupil – to help them cope better within the classroom
- therapeutic work with the pupil/family, delivered by specialists (within or beyond the school).

5. Who is the SEND Coordinator and what is their role?

Our Special Education Needs Coordinator (SENCo), Mrs McMeakin, who is a qualified teacher working at the school who has responsibility for SEND. She works closely with the Headteacher and governing body as well as all teachers. If you have concerns about your child you should speak to your child's teacher before you speak to the SENCo.

The SENCo is responsible for:

- overseeing the day-to-day operation of the school's SEND provision
- liaising with and advising fellow teachers
- overcoming barriers to learning and sustaining effective teaching
- managing Teaching Assistants and Special Needs Assistants
- overseeing the records of all children with SEND
- liaising with parents of children with SEND
- planning successful movement (transition) to a new class group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The SENCo is allocated 4 days per week (Monday – Thursday) to do SEND work of which 1.5 day is teaching small groups or individual children.

6. What expertise and training does the school staff have in relation to SEND?

Designated members of staff are trained in;

- Speech and Language assessment and interventions
- Social, emotional difficulties
- Handwriting (fine motor skill) support
- Specific Learning Difficulties e.g. ADHD
- ASD – Autism
- OT (Occupational Therapy) sensory diets
- Three members of staff have completed the ELKLAN training course to support children with Language delay.
- The SENCo is trained in diagnosing and teaching children with dyslexia (OCR Level 7)

Individual teachers and support staff attend training courses relevant to the specific needs of children in their class.

7. What equipment and facilities are available to support pupils with SEND?

Tetherdown Primary School is set on one site comprising of a Victorian and modern building connected by the Hub – glass structure housing the lift and central staircases.

Equipment available in our school for specific pupils to access at specific times includes:

- communication books (home/school books)
- devices for additional recording e.g. cameras, iPads
- SEND software e.g. Clicker 6, "WordShark", "Widgit Online"
- visual and personalised timetables
- quiet areas
- workstations
- reading rulers, privacy boards, noise reducing headphones, wobble cushions, variety of pencil grips

We are happy to consider purchasing other equipment if there is an agreed identified need.

8. What are the arrangements for consulting and involving parents of children with SEND in their child's education?

Parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- reviewing targets within the Learning Plan
- providing written feedback on the Learning Plan
- Parent Consultation evenings

- SEND Open Door evenings
- During discussions with our SENCo or other professionals
- Commenting and contributing to assessment, planning and reviews

If your child has a SEND statement or an Education, Health and Care Plan we will discuss their progress with you every term and have a formal, annual review with you and your child. If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meeting with the parents and the people supporting your child can be arranged. Where required we will arrange interpreters to enable parents to fully participate in formal meetings.

In extreme, rare cases, mainstream education might not offer the best SEND provision for a child. Further options will be discussed with parents and local authority SEND advisers in order to find a more suitable, specialised placement.

9. What are the arrangements for consulting and involving pupils with SEND in their education?

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is extremely important in our school. All children are consulted about their learning and how they feel about their progress through teacher/child conferencing. Where pupils have SEND, we will take extra care to involve them and enable their voice to be heard. Their involvement will be sensitively tailored to take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon
- giving them time to prepare for discussions
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

We ensure that pupils with SEND are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- School Council
- annual pupil survey
- assemblies
- pupils' End of Year Report – pupil contribution
- children with an EHC Plan complete a pupil's feedback form

The views of the individual child and young person sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include pupils with SEND in planning how best to support them, and in reviewing their progress. This may include the use of questionnaires, story boards or symbols.

All pupils with SEND have specific goals and outcomes and they form part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their support.

10. What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns, as soon as they arise, and not wait for the next formal opportunity to meet. If you have something to ask us or tell us, please contact the class teacher or SENCO.

If you have a complaint about SEND provision, please contact us to obtain a copy of our complaints procedures which can be found on our school website.

Further information on local support for families of pupils with SEND can be found on Haringey’s website www.haringey.gov.uk (Click Link to Children and Families and Children with SEND – local offer).

11. How does the school involve others in meeting the needs of pupils with SEND and in supporting the families of such pupils?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, we seek advice and support from specialists from outside agencies such as:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Social or family support workers

We always involve parents in the decision to involve specialists but do not require expressed permission.

The SENCo is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff
- get more specialised advice
- support carrying out assessments
- ask for a service to be delivered
- setting programmes for implementation at school
- review progress and plan provision

The main agencies used by the school are shown in Appendix 1.

12. What local support, outside of school, is there for the parents of pupils with SEND?

The Parent Partnership Service – Markfield Together for Inclusion

Gives free impartial information, advice and guidance about services for children, young people and families.

Email: enquiries@markfield.org.uk

Website: www.markfield.org.uk

This organisation offers a range of services to assist the parents/carers of children with SEND. These include: help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks.

13. What are the school’s arrangements for supporting pupils with SEND when they join the school, and supporting them to move to secondary school?

All children with SEND and their families may be particularly anxious about changing classes or “moving on” from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

Transition guide table:

	Additional arrangements for children with SEND (examples)
In Reception	<ul style="list-style-type: none"> • Swift transfer of records • Work with Haringey’s Early Years Inclusion Team • Transition meeting with the previous setting and parent • Transition plan drawn up with main carer and child (could include managed visits, pictures or transition book or video, social stories about ‘moving on’) • Possible additional invitation to visit our Reception before the start in September start

When moving to another school	<ul style="list-style-type: none"> • We will contact the School SENCo and share information about the special arrangements and support that has been made to help your child achieve their learning goals. • Swift transfer of records • Transition meeting with the new setting • Transition plan (as above)
When moving groups/ forms/ classes in school	<ul style="list-style-type: none"> • Transition meetings are held within school with the new class teacher. • Work with child to prepare for the next class through: Transition books, transition programme, visual supports and visits to the next setting.
Primary to secondary transition	<ul style="list-style-type: none"> • Swift transfer of records • Year 5 annual reviews planning meeting • During Year 6 the SENCo or the Y6 teachers will attend the Secondary Transfer Conference to discuss the specific needs of your child, and the nature and level of support which has had the most impact, with the secondary school they will be transferring to • Additional multi-agency meetings will be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex • Work with child to prepare for the next school through: Transition Programme

14. Where can I find more information about SEND services in Haringey and the local area (the Local Offer)?

Information about local support is identified here: www.haringey.gov.uk/localoffer