

Titchmarsh Church of England Primary School SEN Report 2019-2020

The aim of this report is to give parents information about how we support children's learning in our school. All procedures in place are subject to change due to the on-going Covid-19 pandemic.

How are the school's resources allocated and matched to pupils?

How are decisions made about how much support my child will receive?

Our School is an inclusive school and we offer a range of provision to support children with Special Educational Needs and Disabilities (SEND), where the school has identified a need and staffing levels allow. Children's needs are identified in the termly pupil progress meetings and resources are allocated according to need. All the interventions at our school are delivered by staff who have had training in running these groups. The provision in these groups is overseen by our Special Educational Needs Coordinator (SENCO). The effectiveness of every intervention run in school is monitored by the use of assessments at the beginning of the support work, which are repeated at least termly to monitor the impact the support is having on the children. Interventions are then modified, if necessary, in light of these assessments.

A whole school provision map is updated termly (3 times a year). This document tracks the support being offered throughout the school and is updated every term in discussions between the SENCO, class teachers and Executive Headteacher.

Where there is a concern about progress or the needs of the pupil, the SENCO will raise this with the Executive Headteacher and parents will be contacted for a discussion about appropriate next steps. If additional funding is required to meet the needs of a pupil, the SENCO will advise parents of the process and ensure that they and the child are fully involved in the application and assessment process.

How will I know that the school will support my child?

How does the school know if pupils need extra help?

The progress of all children in school is underpinned by planning and assessment and the progress of every child in our school is assessed, monitored and discussed in termly pupil progress meetings between the Executive Headteacher, Head of School/SENCO, SLT and every class teacher.

If any child is not making the progress we would expect, this is discussed with parents and support is put into place. Formal Parent Consultation Evenings are held in the autumn and spring terms with an informal Open Evening in the summer term and parents also receive a written report in the summer term. If, however, there are any concerns about a child's progress between these times, teachers will contact the child's parents.

What training have staff who are supporting children with SEND had or are receiving?

Our school has a special needs coordinator (SENCO), Gill Griffiths, who is responsible for advising class teachers about the provision they make for children with SEND and for overseeing our whole school provision. She can be contacted by email at ggriffiths@titchmarshprimary.co.uk

We have an ongoing programme of training in place for both teachers and teaching assistants to ensure that they have up to date knowledge of a wide range of needs and how best to meet these needs.

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

Our first priority is to make your child's learning experience as positive and supportive as possible. Teachers will use a range of classroom-based strategies to ensure all teaching is as good as it can possibly be and every child will have access to a supportive environment with teacher and TA support, and a range of activities that will support and stimulate them.

Teachers will use appropriate visual timetables and reminders to support your child and will engage in pre-teaching of strategies and vocabulary with them so they feel empowered to learn and confident when tackling work. We offer access to a laptop to enable children to access lessons as well. Teachers will ensure children learn in a dyslexia-friendly environment for example, with word mats, dyslexia-friendly workbooks and modified resources and an individualised curriculum where necessary. We also offer small group or 1-2-1 support from a TA or class teacher.

If needed, we can provide quiet workstations to enable children to focus, support for children to enable them to participate in school trips or residential visits and strategies to develop independent learning. We also offer visual support (e.g. sequenced pictures, mind maps) and scaffolding (e.g. writing frames, story maps, task plans) to provide a support structure to help children to complete a task and we ensure pupils have resources readily available in the classroom which they can access if necessary.

Extension challenges are always provided for more able learners.

Our teachers will be happy to discuss these strategies with you and how you can use them to support learning at home.

Strategies to support specific areas of need

Strategies to support/develop literacy including reading

As an on-going part of the school's daily work, we offer small groups working in class providing targeted support to boost reading, writing and spelling using the Read, Write Inc. scheme. We also use programmes of work tailored to the needs of children with severe SEN. Resources such as the use of writing slopes, pencil grips and wedge cushions (if appropriate) are also available and can be accessed in discussion with your child's teacher and the SENCO.

Strategies to support/develop numeracy

We use small group support in class through guided teaching and withdrawal in small groups for targeted intervention customised to the needs of a particular group of children.

Staff regularly use practical resources e.g. Numicom, and individual Maths Targets and support strategies to help children progress, both in whole class lessons and in small group settings.

Strategies/programmes to support speech and language

There may be a need for individual interventions from the Speech and Language Therapy Service (if the child meets the threshold level required for their support). Implementation of S&L programmes can also be delivered by TAs trained in supporting speech and language needs through small group interventions to help develop children's speaking and listening skills further.

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

We regularly work with a range of professionals including Educational Psychologists, specialist teachers and Speech Therapists. We follow the strategies and programmes provided to support Occupational Therapy/Physiotherapy needs (if the child meets the threshold level required for their support).

This report shows that we have a wide range of expertise that we can access both inside and outside the school and these options will be discussed with you with the class teacher and SENCO. During the Covid-19 lockdown, continued support for SEN pupils was provided and links with specialist staff maintained wherever possible. Where teams work with children in school, risk assessments are provided to ensure that all steps are taken to reduce the risk of spreading infection.

What support will there be to support my child's overall well-being?

We believe that children need to be happy and feel secure to make progress, and have a range of options available to support children's wellbeing. These include strategies to reduce anxiety and promote emotional wellbeing (including communication with parents); individualised programmes of support implemented consistently by all staff so the child knows there is always someone they can speak to and seek support from.

We also use social stories (using a purpose written story to explain and explore a social situation and different people's responses to it) to develop children's understanding of that situation, giving them strategies to help them cope and respond and someone they can go to if they feel they need help.

Strategies to support and/or modify behaviour

Where a child needs support with their behaviour, we will hold regular meetings with parents and the use of school's behaviour policy and PSHE (personal, social and health education) policy will provide clear guidance and structure to help the pupil improve and develop their behaviour. We also use a positive reward system, including weekly sharing assembly and Home/school link books/planners to share our successes plus support/supervision at less structured times of the day, e.g. break and lunch times, if pupils need help at these times.

If needed, we can use behaviour plans to ensure a joint home-school approach and often involve our Parent Support Worker, Denise Slater, who may be able to suggest and offer additional support and pathways. Denise can be contacted through the school office – (01832) 732874

How will I know how my child is doing?

How will I be involved in discussions about and planning for my child's education?

How will you help me to support my child's learning?

We believe that good communication between home and school is essential for us to work effectively together to support every child. We have a range of means of communication with parents, including face to face meetings or telephone conversations. Enquiries and quick updates can be sent by email or through home/school books/planners.

You will be invited to regular meetings with the class teacher to review your child's learning if a Personalised Learning Plan (PLP) is required.

We also liaise with a wide range of professionals (educational psychologists, speech therapists, school nurses, family support workers,) and will help with an explanation of professional reports to parents where it is helpful.

Most importantly, we are here to help and support and always happy to talk with you.

How will the school support my child in starting school and moving on?

We work to ensure smooth transition from pre-school into school and from primary school into secondary school, and between classes while within the school. This includes visits from school staff to the child's

current class/ setting and, if required, a visit for the child to their new class.

How will my child be included in activities outside of the classroom?

Our school is an inclusive school and we ensure that every lesson is accessible to every child whether it takes place in the classroom, the school grounds or off site.

How accessible is the school environment?

Our school building is mainly on one level; however, there are stairs to the staff room. Individual access arrangements, if appropriate are discussed prior to the child starting school and access reviewed accordingly.

What should I do if I think my child has SEN?

Who can parents contact for further information?

In the event of any concerns about your child or our school's provision for children, parents should in the first instance discuss their child's needs and the provision that has been made with their child's class teacher. Any concerns that have not been addressed by this should be taken to the SENCO/Head of School or Executive Headteacher. The school's Governing Body is the final point of contact for these concerns; our school's SEN Governor is Sally Marshall who can be contacted through the school office – (01832) 732874.

You can also access further information about Northamptonshire's Local Offer by going to <http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

Ed Carlyle
Executive Headteacher – September 2020