

Special Educational Needs and Disability Information Report

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Tenacres First School is an inclusive school that values all of its children and are committed to ensuring that all children reach their potential. All children are actively encouraged to be involved in the wider school community including extra-curricular activities.

The code of practice (Jan 2015) defines SEN as:

A child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.

1) Tenacres provides for the four key areas of SEN outlined in the new SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical

2) Identification and Assessment of SEN.

The list below shows ways that Tenacres identifies if a child has SEN and how we assess their needs.

- Information gathering upon joining school in Reception through nursery visits, play sessions and home visits; when a child joins Tenacres at a different point during their education we will contact previous educational settings to obtain information about their educational needs.
- Discussions with parents or staff where concerns are expressed which lead to further investigation.
- Data analysis which shows a widening gap between the child and their peer group.
- Day to day observations of the children in their learning environment.
- Every child in Reception is assessed using the Language Link assessment tool to identify if they have receptive language difficulties. Those that are identified as having a need will continue to be assessed after intervention until the end of Key Stage 1 or until they reach age-related expectations.
- National tests used: phonics screening check (Year 1), SATS (Year 2)
- Where necessary, assessments are carried out by the Learning Support Team, which include standardised tests for literacy and numeracy skills.

- Identification checklists and procedures available as part of the Worcestershire dyslexia pathway.
- Identification checklists and procedures available as part of the Worcestershire dyspraxia pathway.
- Identification checklists and procedures available as part of the Speech, Language and Communication need pathway.
- Assessment support may sometimes be obtained from professionals including: Educational Psychologist, Speech and Language therapist, Occupational therapist, Specialist support teachers from learning support, behaviour support or the Autism team.

3) Provision for children with SEND

Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.

Wave 2 describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

Wave 3 describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

Evaluation of Effectiveness of Provision

Tenacres First School may use the following to measure the effectiveness of provision:

- Pupil progress meetings
- Whole-school, group and individual Provision maps which include measurable outcomes.
- Pupil Passports which outline SMART targets (Specific, Measurable, Accurate, Realistic and Timely) related to the provision in place for the child.
- The use of a graduated response in which we assess, plan, do and review (in line with the local offer - see later*)
- Re-assessments by external agencies
- Whole-school data
- Viewpoint of child through surveys and structured conversations
- Ongoing consultation with parents
- Collation of children's work
- Observations of children

School's Approach to Teaching Children with SEN

The school aims to teach all children together in their classes where possible with the class teacher differentiating and supporting the child. At times it may be necessary for a child with SEN to access intervention; either as part of a group or 1:1. For a few children the school uses outside support and agencies.

Adaptation of the Curriculum and learning environment

Class teachers plan lessons according to the specific needs of all children in their class and will ensure that your child's needs are met. Advice may be sought as required.

Additional Support Currently Provided

We use a range of intervention programmes with the children:

- Precision Teaching - this is an intensive intervention used to help children who struggle with reading and/or spelling make accelerated progress. Every child taking part in Precision Teaching sessions receives 10 minutes 1:1 with a Teaching Assistant on a different set of words/sounds each week.
- High frequency words intervention - through multi-sensory activities children learn to read and/or spell high frequency words.
- Phonics support- additional multi-sensory support tailored to the child's needs according to which phase they are working at.
- Numeracy support intervention - a tailored intervention to master basic numeracy skills. This includes the use of Numicon to support learning in EYFS, KS1 & KS2 and the Breaking Barriers toolkit to support children to reach age-expected outcome. See www.numicon.com
- Nurture support- providing a nurturing environment to promote social skills and develop positive relationships through relationship based play.
- Pindora's Box- a programme to support fine and gross motor skills. Children work through the levels competing against their own times at various activities.
- Jimbo Fun- Fun filled Motor skills programme for handwriting. Dyslexia and Dyspraxia friendly. (two separate programmes for reception and KS1+)
- Language for Thinking- This resource provides a clear structure to assist in developing children's language from the concrete to the abstract through promoting children's development of inference, verbal reasoning and thinking skills.
- Language Link- for those children who are not reaching age related expectations on the screening check we will use the Language Link resources to support the development of the understanding of language.
- Since 2017 Tenacres has further enhanced its provision for Speech and Language specialist as every week we have a specialist from SALT to work with individuals/small groups and CPD for staff.
- Further Speech and language support- tailored to individuals or groups of children with the support of our Speech and Language therapist. Sessions are usually 1:1 with our communication teaching assistants.
- Signalong delivered by our trained SEN Teaching Assistant

- Social skills interventions - the school has a range of intervention resources to develop a child's social skills including the Talkabout programme, Socially Speaking and Social Stories. These sessions take place in our Starlight room which offers a calming, sensory environment for our children.
- Nurture sessions at Forest School where a group of children of all ages come together weekly for an additional Forest School session focusing on safety, team-work, social skills, self-esteem and confidence. These sessions are led by the SENCo/Forest School Leader.
- [Lego Based Therapy](#)- a child-led and peer based social skills group intervention
- [Art Therapy](#)- used to treat stress, depression, low self-esteem, behavioural problems, and to resolve conflict.
- [Drawing and Talking Therapy](#)- a serial drawing technique used to support children who have experienced trauma or have underlying emotional difficulties affecting their mental health and well-being
- [Rapid Phonics](#) is based on the Sound Discovery method devised by Dr. Marlynne Grant. It makes phonics snappy and memorable for readers age 6 and over who've fallen behind.
- [Rapid Reading](#) is the rapid route to success for struggling readers in Key Stage 2 (Years 3 and 4) that's been shown to accelerate progress!
- [Rapid Writing](#) offers guided writing to give struggling writers a boost in KS2.
- Pastoral Support Plans- a programme of regular meeting with parents/carers to support making positive changes to a child's behaviour in school.

Improving the Emotional and Social Development of Children

As detailed above, the school uses a range of intervention programmes to aid children's Emotional and Social Development. All classes teach Personal, Social, Health and Economic Education in which we cover a wide-range of areas to promote the children's emotional and social development. Our assemblies and visitors also work towards encouraging this area of development. In September 2015 all staff will receive training from the Place2Be to support us in building children's emotional resilience through talking, creative work and play. In October 2017 all staff had Attachment CPD lead by The Virtual School.

4) Staff Expertise and Training

The SENCo, Mrs Oakes, has been awarded distinction in her Post Graduate Certificate in Special Educational Needs Co-ordination.

Other relevant training undertaken by the SENCo includes:

Anger management in the classroom

Forest School Practitioner Level Three

Common Assessment Framework (CAF) Training

Language Link assessment training

Supporting Young People with Autism Spectrum Disorder training
Team-Teach Positive Handling training
School Champion for Achievement for All
Dyslexia Pathway training
Speech, Language and Communication Need training
Supporting Dyspraxia training
Peer mediation training
Attendance to the Worcestershire and Solihull Social, Emotional and Mental Health Conference.
Regular attendance to SEND conferences and network meetings.
Attendance to the Worcestershire Pupil Premium Conference.
Sensory Spectacle- supporting sensory processing disorders
Drawing and Talking therapeutic training
Advance Drawing and Talking therapeutic training
Dyspraxia Pathway training
Autism Masterclass

SEN has a high priority in our professional development and training cycle for all teachers and teaching assistants.

Recent training for all teaching staff has included:
Attachment difficulties and relationship based play
Dyslexia pathway
Speech, Language and Communication Needs pathway
Achievement for All training
Team-Teach Positive Handling training
Supporting children with English as an additional language
Anger Management in the classroom.
Place2Be Understanding the importance of and supporting Children's emotional resilience through play.
Supporting children with additional needs through music
Teaching children to listen with Worcestershire Speech and Language Therapy
Supporting bereavement with Touchstones
Sensory Spectacle- supporting sensory processing disorders.
Handwriting training with Carol Jackson from the Dyspraxia Association
Attachment CPD
Breaking Barriers Numicon training

The support staff have received training a range of other intervention programmes. They also receive support from the learning support team with leading interventions and supporting children within the classroom. When needed, teaching assistants attend relevant training according to the needs of the children they are supporting, as well as receiving in-house training from outside support services. Our two communication TAs attend regular training and network meetings run by the Speech and Language Therapist Service.

5) Securing Equipment and Services

The school allocates money from its budget every year towards the provision of support for SEN. These funds are used to provide support and resources for children as well as training for staff.

6) Consultation of and Involvement of Parents/Carers

All parents/carers who have a child on the SEN register will have meetings at least termly to update the child's Pupil Passport. This passport outlines the parent's views on their child's needs and how they feel these can be best supported.

If a child needs to be referred to an outside agency, parents will be asked for their permission and views, which form part of the referral process.

If a child has an Education and Health Care Plan then the parent will be involved and key to the review process.

Parents are contacted when concerns arise and a discussion is held as to the next steps to be taken and what provision the school will be making.

7) Consulting and Involving the Children

All children on the SEN register will have a Pupil Passport. This has a section for the children to voice what they find difficult and what they think helps them to learn.

Children also complete surveys throughout the year to ascertain how they feel about various aspects of school life. Children are involved in discussions about how they are doing throughout interventions. Interviewing children to gain their views is part of the school's normal monitoring cycle.

8) Complaints

The school's complaints policy is available on the website or the school office. In the first instance we would always advise voicing any concerns with the child's class teacher, the SENCO or the Head Teacher.

9) Involving Other Agencies

The following agencies may be called upon to attend meetings, provide reports and guidance on supporting the children.

Speech and language therapist: Amy Green

Educational Psychologist: Laura Meldrum-Carter (Catherine Lander is covering maternity leave until January 2019)

Occupational therapist: various

Behaviour Support Team: various

Learning Support Team: Wendy Robins

Complex Communication Disorder/Autism Team: Nicky James

Family Front Door

CAMHS

Umbrella Pathway (various professionals)

Early help

SENDIASS

VIT/Hearing

Useful Contact Details

The web address for the local authority is shown below and this is a useful site to gain further information.

<http://www.worcestershire.gov.uk/cms/early-years-and-childcare/information-for-providers/inclusion-equality-and-diversity/sen-information-and-resources.aspx>

The **Special Educational Needs and Disabilities Information, Advice and Support Service** (SENDIASS) provides impartial information, advice and support on matters relating to children and young people with SEND. For more information please see their website www.SENDworcestershire.co.uk or phone 01905 768153. You can also find them on Facebook 'SENDIASS Worcestershire'.

10) Supporting Transition

Starting at Tenacres in Reception, the following ensures smooth transition for the pupils:

Visits to nursery/pre-school settings

Play sessions in the summer term

Home visits to every child

Information gathering about children identified as having SEN.

Where a child begins at Tenacres later in their education we obtain as much information from parents, previous school and any professional working with that child.

Upon transition to middle school we ensure that meetings are held where each child is discussed in detail and all necessary information is passed on. Where a child is identified as having SEN or is vulnerable, additional transition visits are arranged with the middle school the children will be transferring to.

Transition arrangements within school include a morning transition visit to the new classroom with their new teacher.

Where a child may experience difficulty with transition further support is put in place e.g. additional visits to new classroom, creating a transition photo book to take home over the holidays and/or additional meetings with parents.

***The Local Authority's Offer**

Local authorities must publish a local offer, setting out in one place information about provision that is available for children and young people in their area who have special educational needs.

You can find this at: www.worcestershirelocaloffer.org.uk

Further information on the school's SEN provision can be found in the SEN Policy available on our website or from the school office.

If you have any queries, please phone the school office to make an appointment with our SENCo.