



Tynsel Parkes CE Primary Academy

SEND Information Report

At Tynsel Parkes CE Primary Academy, we are constantly looking at how we can improve the provision for all our pupils. We are committed to offering all children an inclusive education, which provides all pupils the opportunity to achieve their potential, personally, socially, emotionally and academically. In order for this to be achieved, quality teaching is essential and we monitor teaching and learning constantly through the academy. However, some children may require additional support to help them to achieve. This support may be provided from within the academy or through outside agencies.

The information on this report is updated and reviewed regularly. It takes into account the SEND Code of Practice (2015), the Children and Families Act (2014) and the Equality Act (2010).

What are special educational needs?

A child has special educational needs if, he or she has a learning difficulty or disability that requires a special education provision to be made for them. A learning difficulty or disability is a significantly greater difficulty in learning than that the majority of others or the same age.

Special educational provision means educational provision that is an addition to, or different from that made for others of the same age in a mainstream setting.

What are the different types of special educational identified at Tynsel Parkes?

Communication and Interaction

Children with speech, language and communication needs who may be experiencing difficulties when communicating with their teachers and friends. These children may be finding it difficult to say what they want: they may be finding it difficult to understand what is said to them and difficulties understanding the social rules of speech and communication.

Cognition and Learning

Children with cognition and learning difficulties may experience problems with their learning and could require additional support or intervention to help them reach their full potential. Learning difficulties in this area cover a wide range of needs including; moderate learning difficulties (MLD), severe learning difficulties (SLD) and specific learning difficulties (SpLD).

Moderate Learning Difficulties are children who are learning at a slower pace than their peers even when learning has been appropriately differentiated (MLD).

Specific Learning Difficulties may include dyslexia, dyscalculia and dyspraxia (SpLD).

Severe Learning Difficulties Some children may experience profound and multiple learning difficulties where they have complex needs and sensory or physical impairment (SLD).

Social and Emotional Needs

Young children can experience a wide range of social and emotional difficulties, which can cause the child to become withdrawn or isolated. They can also display challenging, disruptive behaviour e.g. ADHD, eating disorders and attachment disorder.

Physical and Sensory Needs

Some children may need emotional support if they have a disability that prevents them from making full use of the academy's facilities. These areas of need may include visual impairment (VI), hearing impairment (HI) and a physical disability (PD) or a multisensory impairment.

How do the staff at Tynsel Parkes know when a child needs help and support?

- Concerns are raised by any adult who works and cares for the child
- Information shared from a child's previous setting
- Tracking documents in the academy - these may indicate a lack of or slow progress
- Observed changes in behaviour
- Classroom observations that may indicate additional needs
- A pupil asking for additional help throughout the school day
- Referral from a Healthcare Professional

We aim to identify those children who have needs as early as possible; each child is assessed on entry to academy and are then closely monitored throughout their academy journey.

What should you do if you think that your child has a special educational need?

We have an open door policy. We can meet together we will talk about your child and decide together how we best support your child. If you are concerned about your child, please:

- Talk to your child's class teacher
- Talk to the academy SENDCo
- Talk to the Principal

How will Tynsel Parkes support your child?

Every child is special and unique, all support and interventions are carefully tailored to an individual's needs. As concerns are raised and discussed with parents, children will be carefully monitored and the needs will be assessed on an individual basis.

- All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners.
- The quality of teaching and pupil progress is monitored through processes including: classroom observations, discussions during progress meetings, ongoing assessment of progress, work sampling, scrutiny of planning, meeting with SENCo and pupil and parent feedback.
- Pupils with a disability will be provided with 'reasonable adjustments' in order to increase their access to the taught curriculum e.g. literacy support a child may need coloured overlays, work mats and extra reading opportunities .
- All pupils have individual age appropriate targets set in line with national outcomes to encourage ambition. These are discussed with parents at Parents' Evening. Their targets are tracked using the whole school tracking system.
- Pupils who are not making the expected levels of progress are identified very quickly and are discussed in meetings between the class teacher/SENCo and a member of the Senior Leadership Team.
- If we feel further action is required to increase progress this will follow the assess, plan, do and review model.
- Additional interventions to increase the rate of progress will be put in place and the impact of the differentiated teaching being provided for your child will be recorded to assess progress made.

- SEN support will be recorded on a Learning Programme (LP) that will identify a clear set of expected outcomes, which will include SMART targets. These targets will be shared with parents and the children. The targets will be regularly monitored by the class teacher and SENCo. Half termly meetings will be held with parents to discuss these targets and the progress made towards them. Parental support is key to the success of a child's education and we encourage all parents/carers to attend these meetings and share their thoughts and concerns in a supportive environment.
- If progress rates are still judged inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil.
- For a very small percentage of children, whose needs are sufficient and complex and the provision required to meet their needs cannot be reasonably provided within our academy resources, a request will be made to the Local Authority to conduct an assessment of their education, health and care needs. This may result in an Education Health Care Plan (EHC).

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

All achievements no matter how small are good achievements and at Tynsel Parkes, we provide a rich, balanced curriculum accessible to all children.

Teachers plan lessons and activities according to the current levels of attainment within their class. Differentiation is very important as it means that children can access learning at their own level. When a child has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning, enabling children to access the curriculum more easily and be successful.

All interventions are closely matched to each child's level of need. A trained classroom support assistant will usually deliver the interventions, and, with the class teacher, will closely monitor progress and outcomes that will support the next steps in learning.

Reasonable adjustments will be made for children who have complex needs. Teachers think carefully about the organisation of their classrooms, ensuring that all sensory needs are effectively met.

How do we involve parents?

At Tynsel Parkes, we believe that children are most successful when the academy and parents/carers work together. We have an open door policy where:

- Parents are encouraged to contact their child's class teacher regarding any concerns they may have.

- Make an appointment with the SENCo by ringing the academy office.
- We will have half-termly meetings to discuss your child's learning programme targets.
- Throughout the year, we will have regular parents' evenings, workshops and opportunities to visit your child's classroom.

How will the staff at Tynsel Parkes help me to support my child?

- An initial discussion with your child's class teacher will suggest further ways in which we can work together to support and develop your child's learning.
- Mrs Helm, the SENCo, can meet with you discuss how to support your child further.
- If external agencies are involved, they may suggest further strategies and resources to help your child.
- We organise a number of parent workshops during the year with the aim of providing parents with more information about the curriculum and suggestions regarding ways to help your child.
- Your child's progress will be closely monitored to ensure that any intervention or extra support given is effective.

Which other agencies may be supporting my child?

Tynsel Parkes works closely with a number of agencies to ensure the best possible provision for your child. These include:

- Special Educational Needs and Inclusion Service (SENIS)
- Autism Outreach Team
- Educational Psychologist Service
- Educational Welfare Officers
- Social Services
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)
- Speech and Language Support Team

If a referral is required with parental consent, an initial meeting will be arranged. This will offer a multi-agency approach to support and develop your child's progress.

What if my child has a medical need?

For all medical needs, we endeavour to follow the Local Authority policy, the DfE guidelines included within "Supporting pupils at school with medical conditions" (DfE 2014) and our own academy policy.

- If a child has a medical need then a Health Care Plan is compiled in consultation with parents/carers. The school nurse can be consulted if necessary. These are discussed with all staff involved with the child and are reviewed annually or earlier if necessary. Teachers have copies of Care Plans and these should be referred to when necessary.
- Where necessary, and in agreement with parents/carers, prescribed medicines may be administered in the academy where a signed parental agreement form has been completed and agreed in consultation with the Principal.
- Regular training in the administration of certain medicine is given to all staff as necessary (EpiPens/Asthma Inhalers)

What training has been available for staff supporting children with SEND?

Tynsel Parkes provides staff with up-to-date training to reflect the needs of the children in our academy.

Awareness training has been provided to staff on how to support pupils:

- with dyslexic tendencies
- on the autism spectrum
- with speech, language and communication difficulties
- with medical issues such as asthma and severe allergies

Dyslexia Friendly Status:

Tynsel Parkes is a Dyslexia Friendly School. This means we offer:

- Understanding of dyslexic difficulties
- Understanding of dyslexic strengths
- Specialist training for staff
- A whole school approach through quality first teaching
- Inclusive practice
- Support for all children with difficulties

How will my child be included in activities outside the classroom including academy trips?

Activities and academy trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate. Risk assessments are completed and consultation with parents/carers, academy staff and outside agencies if needed.

- If a health and safety risk assessment shows that a high level of 1:1 support is required then a parent/carer may be asked to accompany their child during the activity in addition to the academy staff.

How accessible is the academy environment?

Our Accessibility Plan is reviewed regularly and is available on our academy website. Measures in place to enable access for all children and parents, which include:

- Disabled toilets in both buildings for children and visitors
- Clear signs around academy and a regularly updated fire evacuation system in place
- The outside area is accessible from anywhere in the building without the need to use a lift.

We are happy to discuss any individual access requirements.

How will my child be prepared and supported through a transition period?

At Tynsel Parkes, we understand what a stressful time moving schools can be for everyone involved. Therefore, many strategies are in place to enable the child's transition to be as smooth as possible.

These include:

On entry into the Foundation Stage:

- Parents/Carers/Children are invited into the academy for a preliminary visit to look around the academy.
- Parents/Carers are invited to a meeting at the academy so that they can meet the Foundation Staff. At this meeting, we will explain the daily routines and what to expect during the first term.
- 'Stay and play' sessions for parents and children who are starting the nursery. The children will have the opportunity to visit the academy during the summer term.
- Assessment data is transferred from all nurseries to our Foundation Stage team.
- Multi-agency meetings to support the transfer of children with additional needs.

Mid-Year Transition from another setting

- All parents/carers and children are offered a tour of the academy and meet with the Principal.
- Wherever possible, a planned programme of transition and pre-visits are arranged between the past school, current school and parents/carers. However, if this is not an option, all information is collected from the previous school and telephone conversations held between relevant members of staff if necessary.

Moving into a new class:

- Children have the opportunity to meet their new class teacher and peers in the next classroom environment during 'transition' days in the summer term.
- Individual transition opportunities are available for children who may need more support/longer periods of transition/specialised transition etc. Your child's class teacher will talk to you about this if it is necessary.

Transition to Middle School

- As the majority, our children go to two middle schools in the town, the Year 4 class teacher and the SENCo work closely with the teachers and SENCos of these middle schools to ensure that transitions go as smoothly as possible.

Currently, our transition arrangements at Tynsel Parkes are:

- All information is transferred to the child's next academy including current academic levels, personal information, procedures, Learning Programmes and care plans.
- Teachers from the middle schools liaise with Year 4 staff to discuss friendship groups and any other issues the children have expressed.
- All children have an opportunity to spend time at the middle school and a teacher/teaching assistant from our academy accompanies them. However if your child has a specific need (either educational or pastoral) then extra visits are often arranged.
- If your child has an EHC, then a transition review may be held in the spring term prior to transition. At this meeting, transition arrangements and any specific individual needs are discussed.

How are the academy's resources are allocated and matched to children's special educational needs?

The academy receives funding to respond to the needs of pupils with SEND from a number of sources. A proportion of the funds allocated per pupil to the academy provide for their education (the Age Weighted Pupil Unit); the National SEN budget, the Pupil Premium funding for pupils who meet certain criteria.

This funding is then used to provide the facilities to support pupils with special educational needs and disabilities through:

- Small group support from teaching assistants e.g. English and Maths support
- Support from external agencies
- Provision of specialist resources e.g. assessment tools
- Training relating to SEND for all staff

How is the decision made about how much support my child will receive?

The decision is made for each individual child; all the children's needs may be different.

We look at:

- The progress your child is making
- The type of difficulties your child is experiencing
- Participation and access to learning
- Multi agency advice and guidance

For pupils with SEND but without an Education Health Care Plan the decision regarding the support required will be taken jointly between the class teacher, SENCo and Senior Management Team. These are reviewed regularly with decisions based upon tracking of pupil progress and assessments, including those by outside agencies if appropriate.

For pupils with an Education Health Care Plan, this decision will be reached when the plan is being produced or through the annual review.

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

This will take place through:

- Informal discussions with the class teacher
- During discussions with the SENCo or other professionals
- During parental discussions

Whom can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or have a comment, query or complaint then please feel free to contact your:

- Child's class teacher
- Principal - Mrs. Chandler
- SENCo - Mrs. Helm
- Local Academy Council Member with responsibility for SEND.
- Staffordshire Family Partnership 017891 599662: sfps@staffordshire.gov.uk
- Appointments with academy staff can be made through the office:
 - Telephone: 01889 221920
 - Office email: office@tynselparkesacademy.co.uk

What are the aims of the SEND policy at Tynsel Parkes?

- 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 SEND engage in the activities of the academy alongside pupils who do not have SEND.
- 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:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/Physical
- To request, monitor and respond to the views of parents/carers and pupils in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well- targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all academy activities by ensuring consultation with health and social care professionals.
- To work in co-operation 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.

The Local Authority's Local Offer can be found at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

We hope that you find this useful and please do not hesitate to contact the academy if you have any further questions.