


SEND Information Report

2025 – 2026

<p>Our School</p>	<p>Our School Vision At Tynsel Parkes, the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.</p> <p><u>September 2025 Information</u></p> <p>Tynsel Parkes currently has 151 children on role</p> <p>There are currently 27 children on SEND register with a range of needs from universal to specialist. (17.8% compared to last year 13.5% a rise of 4.3%)</p> <p>2 children (1%) have a diagnosis of need, that can be accommodated through quality first teaching (universal needs)</p> <p>20 children (13.2%) have a diagnosis of need that requires targeted interventions through QFT and support planned by CT. (targeted need)</p> <p>3 children (2%) have a significant and complex need that requires support over and above in class provision. (specialist need)</p> <p>5 children that have an EHCP (3%)</p>
 <p>Meet our SENDCO</p>	<p>The SENDCO is Mr J. Baxter</p> <p>If you would like to contact Tynsel Parkes, please call school on 01889 221920 or email office@tynselparkesacademy.co.uk</p> <p>We hold termly meetings with the SENCO, the Mental Health Support Team and Mrs Bownds, our Play Therapist and Student Support.</p>



Special Educational Needs

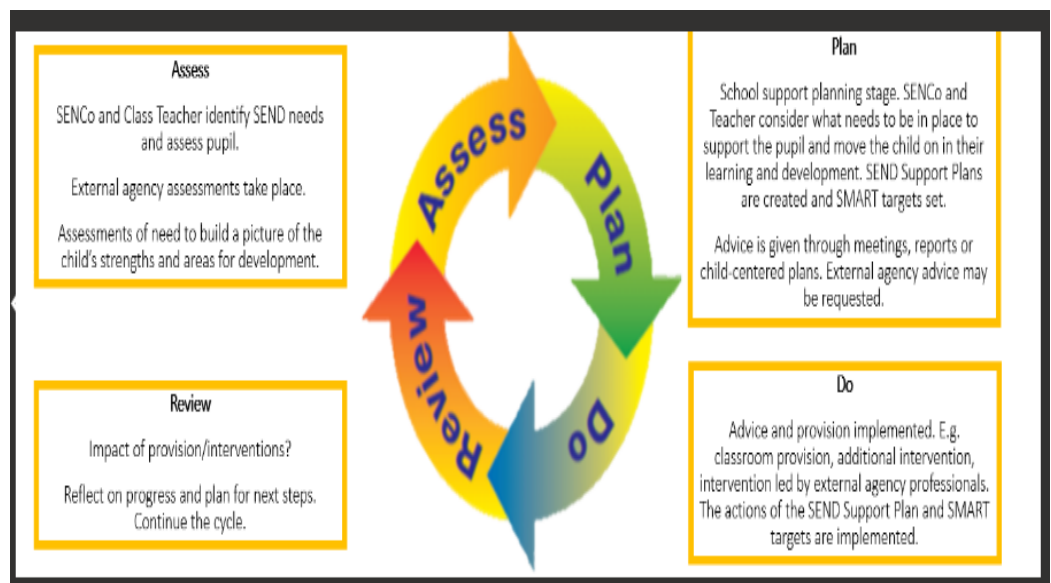
At Tynsel Parkes Primary School we support children with a variety of differing special educational needs. We pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEND code of practise 2014:

	<p>Cognition and Learning MLN, SPLN</p>
	<p>Communication and Interaction ASC, SLCN</p>
	<p>Social, Emotional and Mental Health ADHD</p>
	<p>Sensory and Physical HI, VI, MS</p>



Identifying and Assessing Need



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 on Insight tracking may indicate a lack of or slow progress
- Observed changes in behaviour/social and emotional changes in a pupil.
- 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 has a baseline 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 about any concerns you may have.
- Talk to the academy SENDCo and class teacher and child (depending on need).
- Talk to the Principal

Reasonable adjustments for all areas:

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 supports their learning style and 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, word 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' Evenings and interim meetings. Their targets are tracked using the whole school online 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. (Where personalised individual targets are set, worked on and then reviewed half-termly after discussions with parents, staff and pupils if appropriate).
- 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 an Assess, Plan, Do, Review (APDR) document 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.

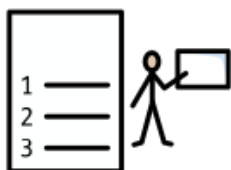


Our approach to teaching children with SEND

Children with SEND are taught with high expectations. They will be expected to make equivalent progress to their peers.

Children will be supported in tasks through:

- Quality first teaching including, but not restricted to, scaffolds, word mats, chunking of activities, brain breaks, social and emotional check ins
- Regular progress meetings in school and opportunities to meet with parents (APDR updates, parents evenings)



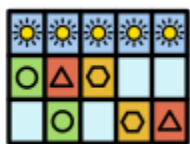
Curriculum adaptations including scaffolding support

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.

- Sensory circuits
- Working walls
- Chunked work
- Spaced retrieval to support recall
- Daily retrieval activities
- Brain breaks e.g. Go Noodle
- Scaffolds
- Chunked work
- Access to sensory equipment
- Lego Therapy
- Restorative
- Emotional Coaching
- Play therapy
- EPATT reading
- Environmental support such as those detailed below:

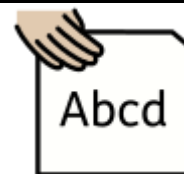
Equipment and Facilities



Visual timetables



Task boards



Word banks



Assistive technology



Timers



Ear defenders



Parent Consultations

An initial discussion with your child's class teacher will suggest further ways from the school SEND strategy document in which we can work together to support and develop your child's learning.

Mr Baxter, 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.



Child Consultations



Self-assess how they are doing



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions.



Evaluating Provision

- Including reviewing interventions (provision mapping)
- Provision is reviewed half termly and adapted as necessary. Some children may be added to interventions or removed if sufficient progress has been made.
- All interventions have entry and exit assessment
- Provision can be seen through quality first teaching (where reasonable adjustments may be detailed in learning passports), small group interventions or 1-1 interventions.



Staff Training



Play Therapy















Lego Therapy



Child Development



Bucket time

			
Autism (Level 1)	Zones of Regulation	Phonics (catch-up)	Restorative practice
			
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
			
De escalation and emotional coaching	Attachment	EPATT Reading for those who struggle	Sensory needs



Transition Support

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. Prospective parents and pupils are welcomed into school for a preliminary visits to see the school, meet the staff and ask any questions.

On entry into the Foundation Stage:

- Parents/Carers/Children are invited into the academy for an open evening/morning to see the facilities and meet the teachers and staff.
- Parents/Carers are invited to a meeting at the academy so that they can talk to all 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 children who are starting the nursery. The children will have the opportunity to visit the academy during the term before they start in nursery.
- 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. A programme of activities are arranged to support these transitions to both middle schools.

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, APDRs 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.



Outside Agencies

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)
- Early Years Forum
- Occupational Therapy team
- School Mental Health Team
- Autism Outreach Team and the Caudwell Children Charity
- Educational Psychologist Service
- Educational Welfare Officers
- Social Services
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)
- Speech and Language Support Team
- Behaviour support service.
- Play therapy sessions.
- Malachi
- The Virtual School (for looked after children)
- The Uttoxeter SEND and Inclusion Hub

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.



Clubs and Trips

There are no barriers to attending clubs at Tynsel Parkes. Children are welcome to attend no matter what their SEND need.

Our Accessibility Policy details that reasonable adjustments will be made to ensure that any physical needs are supported.



Complaints Procedure

Your first point of contact is your child's class teacher and/or phase leader.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Vice Principal/SENCO – Mr J. Baxter. If they cannot solve your issue, then an appointment can be made to speak to the Principal – Mrs R. Chandler.

If you are not happy with the response, then you may contact the governors through the school office.

Mr Liam Cairns – Chair of our Local Academy Council (LAC)

Mr Liam Cairns – LAC SEND link



Local Offer

Website link to Staffordshire local offer

<https://apps2.staffordshire.gov.uk/scc/schooldetails/sendetails.aspx?SchoolID=143896>



Feedback