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# Tattenhall Park

# Primary School

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## SEN Information Report

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2017 – Updated November 2023

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### **Introduction**

It is very important to us that the children are happy and experience the best education possible. We value the strong links and a close partnership between home and school. This report has been written to help you as parents to have a better understanding of what is happening to help your child; it has been written in consultation with parents and we hope it is both helpful and informative. It is our aim to identify SEND as soon as possible in order for us to plan and support your child to ensure they achieve their potential.

All Cheshire West and Chester Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific

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needs make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. The broad areas of SEND are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

### What is the Local Offer? (<https://www.livewell.cheshirewestandchester.gov.uk/>)

From September 2014 Local Authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with special education needs aged 0-25, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child. We hope that once you have read this report and have had some time to understand your child's needs that you will be more informed of the processes involved and how we as a school will be doing our best to ensure that your child's individual needs

SEN Code of Practice	Provision
What kinds of Special Educational Needs (SEN) are provided for in our school?	We are an inclusive school who make provision for all children identified within the SEN Code's four areas of need: <ul style="list-style-type: none"><li>• Communication and interaction</li><li>• Cognition and Learning</li><li>• Social, Emotional and Mental Health difficulties</li><li>• Sensory and/or Physical needs</li></ul>

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**How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

**What are our school's policies for identifying children and young people with SEND and assessing their needs?**

Our aim is to identify special educational needs and plan to meet them as early as possible. This is a two-stage process of assessing and identifying the need followed by discussions leading to recording the pupil as having SEND and planning for their needs to be met.

**Stage 1: Identification is made through:**

- the analysis of data including entry profiles, Foundation Stage Profile scores, assessment, reading ages, other whole-school pupil progress data
- teacher to seek guidance from SEND coordinator (SENDCO)
- classroom - based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining an individual child profile for pupils receiving additional SEND Support from the school's budget or from top-up funding. The individual child profile is updated termly by the teacher and overseen by the SENDCO.

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- Undertaking, when necessary, a more in depth individual assessment
- Involving an external agency where it is suspected that a special educational need is specific eg Educational Psychologist, Speech and Language therapist etc.

### **Stage 2 Deciding Additional SEN Support is necessary**

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum provided for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL (English as an additional language) who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support.
- Intervention for pupils on the SEND list will be identified and tracked using pupil progress maps prepared by class teachers, overseen by the SENCO.
- It may be decided that a very small number of the pupils on the SEND list will require additional top up funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. In these exceptional cases, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of Chester West and Chester's Local Offer.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multidisciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

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How will both school and parents know how the child is doing and how will you help to support the child's learning?

How does our school evaluate the effectiveness of its provisions for SEND pupils?

Monitoring and Evaluation

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When providing support that is "additional to" or "different from" we engage in a four-stage process:

**Assess** - this involves taking into consideration all the information from discussions/ meetings with Parents/Carers, the child, the class teacher and assessments.

### **Plan**

This stage identifies the barriers for learning, intended outcomes, and details what additional support/ resources will be provided to help overcome the barriers. Decisions will be recorded on an SEND Individual Pupil Profile or Individual SEND Provision Map and will form the basis for review meetings which will be termly or annually for Education Health Care Plans.

**What are our school's arrangements for assessing and reviewing children's progress towards outcomes?**

### **Individual Pupil Profile Documents: (SEND Profile)**

- Are a comprehensive log that enables us to have a clear picture of the individual pupil and their SEND. The targets within the profile will focus on particular areas of development. They are seen as a working document which can be constantly refined and amended.
- Will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of the provision for all children.
- Will be accessible to all those involved in their implementation - pupils should have an understanding and "ownership of their targets for development" (age appropriate).
- Will be based on informed assessment and may include the input of outside agencies,
- Are devised so that they are manageable and are monitored and evaluated regularly.
- At each review, progress will be discussed and there will be an agreed "where to next?"
- Will be reviewed termly by class teachers in consultation with the SENDCO.

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- Our pupil provision maps will detail a maximum of three short term targets (per area of SEND), for each term, set for or by the pupil, shared with parents at parents evening.

### **Targets for SEND Pupil Profiles will be arrived at through:**

- ✦ Discussion between teacher and SENDCO
- ✦ Discussion with parents/carers and pupil
- ✦ Discussion with other professionals if necessary

### **Do - Carrying out the actions of the plan**

Providing the support - extra assistance/ resources for learning - as set out and agreed in the plan.

### **Review**

Measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved - pupil, parents, carers, teacher, SENDCO and outside agencies contribute to this review. This stage then informs the next cycle.

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by senior leaders
- on-going assessment of progress made by intervention groups
- work sampling on a termly basis
- scrutiny of planning
- teacher discussions with the SENDCO



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	<ul style="list-style-type: none"><li>• informal feedback from all staff</li></ul>
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- pupil discussions when setting new targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring Individual Pupil Profiles and evaluating the targets with regards to impact on pupils' progress
- attendance records and liaison with the local authority
- meetings about pupils' progress between the SENDCO and the head teacher
- head teacher's report to governors

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and, if necessary, the SENDCO to review the short-term targets and to discuss the progress the child has made. Obviously, we also encourage an "open door" approach whereby teachers are accessible at the end of the school day and by appointment for longer consultations.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked with the Head teacher and SENDCO every term in reading, writing and maths. Through parent consultations and end of year reports, teachers make clear the attainment against age related expectation and progress made.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Children who have a SEND Individual Pupil Profile will have targets set by school, and if necessary, by outside agencies specific to their needs, with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments will be assessed and a future plan made.
- The progress of children with an EHC Plan (Educational Health & Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.

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|  | <ul style="list-style-type: none"><li>• The class teacher, Head teacher, Senior Management Team and SENDCO will monitor the progress made by SEND children in their class work and any intervention that has been put into place.</li><li>• For your information, we send weekly whole school newsletters containing updates about school and also have a website which children and parents can access for general information including: news, photograph gallery, planning, homework and useful links. In addition to this, where necessary, we also communicate through text message and email.</li></ul> |
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**How will the school staff support my child?**

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

**What is our approach to teaching children and young people with SEND?**

- We believe that all children have the potential to learn but at different rates. We have high aspirations for all of our pupils and seek to celebrate the many gifts and talents they possess.
- All learners have access to quality first teaching.
- Some vulnerable learners, including children with SEND, will benefit from additional support through differentiated activities, supporting resources (such as picture clues, vocabulary lists, writing frames, IT resources, number lines, counters etc) in order to be able to achieve the desired learning outcome. Some children will require more specific intervention to further support their learning.

**How does our school adapt the curriculum and learning environment for our pupils with SEND?**

- Vulnerable learners with SEND will be included on a detailed provision map which outlines and monitors additional intervention across the school. The provision map enables the school to:
  - Plan strategically to meet pupils' identified needs and track their provision
  - Audit how well provision matches need
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Demonstrate to all staff how support is deployed

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	<ul style="list-style-type: none"> <li>○ Inform parents/ guardians, LA, external agencies and Ofsted about resource deployment</li> </ul> <p>Where children are underachieving and are identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.</p> <ul style="list-style-type: none"> <li>• teachers discuss the particular difficulties with the pupil in order to identify barriers to learning and involve the child in their own learning</li> <li>• differentiate work as part of quality first teaching</li> <li>• small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)</li> <li>• small group support in class with TA</li> <li>• individual in class support / individual withdrawal</li> <li>• further differentiation of resources</li> <li>• study buddies/cross age tutors</li> <li>• Emotional and pastoral support from the Emotional Literacy Support Assistant (ELSA)</li> </ul>
<p><b>How is the decision made about the type and how much support my child will receive?</b></p>	<p><b>What additional support for learning is available to our pupils with SEND at our school?</b></p> <p>The Head teacher decides on the deployment of resources for SEND and disabilities, in consultation with the school governors on the basis of needs in the school. The Head teacher consults with the SENDCO and Senior Leadership Team and decides what resources/training and support is needed and can be met from the budget. The school identifies the needs of SEND pupils on a provision map which identifies support given within school and is reviewed regularly so that the needs of children are met, and resources are deployed as effectively as possible.</p>

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<b>How will my child be included in activities</b>	<b>What activities are available for our pupils with SEND in addition to those available in accordance with the curriculum?</b>
<b>outside the classroom including school trips?</b>	<ul style="list-style-type: none"><li>• As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.</li><li>• Our deployment of additional staffing and resources funded from our budget as part of the Local Offer, ensures that all curriculum experiences are available to all pupils in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010. We believe all learners are entitled to the same access to extracurricular activities, and are committed to make reasonable adjustments to ensure participation for all. Specific requirements for extra-curricular activities are discussed with parents.</li><li>• All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for all learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the on-going learning offer is inclusive.</li><li>• Pupils are encouraged to analyse how they themselves learn and there is an on-going dialogue about this in our classroom. Pupils are given the opportunity and support to develop selfhelp strategies to ensure their full access to the curriculum.</li></ul>

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<p>What support will there be for my child's well-being?</p>	<p>What support is available for improving the emotional and social development of our pupils with SEND?</p> <p>We recognise that some children have extra emotional and social needs. All classes follow a structured PSHE curriculum and daily REST EASY time. However, for those children who find social and emotional aspects difficult we can offer.</p> <ul style="list-style-type: none"><li>• Social awareness games and activities</li><li>• Lunch time and play time support - REST EASY</li></ul>
	<ul style="list-style-type: none"><li>• Buddy system</li><li>• Individualised programmes of work including activities to complete at home</li><li>• Access external agencies and professionals and follow their advice • 'ELSA' style intervention</li></ul> <p>The following policies are relevant for the well-being of all children:</p> <ul style="list-style-type: none"><li>• Behaviour and discipline</li><li>• Medicine in schools</li><li>• Safeguarding</li></ul>



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<p><b>Who is the SENCo at my child's school?</b></p>	<p><b>How to contact the SENDCo at Tattenhall Park Primary School?</b></p> <p>Mr Lewis Cragg  Tattenhall Park Primary School,  Chester Road, Tattenhall,  Chester,  CH3 9AH  Tel: 01244 667500</p> <p><a href="mailto:lcragg@tattenhallpark.cheshire.sch.uk">lcragg@tattenhallpark.cheshire.sch.uk</a></p>
<p><b>What specialist services and expertise are available at or accessed by the school?</b></p> <p><b>What training have the staff supporting SEN had</b></p>	<p><b>What is the expertise and training of staff in relation to children and young people with special educational needs and how will expertise be secured?</b></p> <ul style="list-style-type: none"> <li>• In accordance with Section 6 of the SEN Code of Practice 2014, our Special Educational Needs Coordinator is a qualified teacher working at our school who has statutory accreditation - NASENCO Award (November 2018).</li> </ul>
<p><b>or what training are they having?</b></p>	<ul style="list-style-type: none"> <li>• The SENCO, EMA Coordinator (Ethnic Minority Achievement) and Designated Teacher for LAC (Looked After Children) will regularly attend appropriate local cluster meetings.</li> <li>• All staff are trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.</li> </ul>

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- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- All staffing appointments to support learners with SEND will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. Vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

Mrs Ellam has received training in: Wellcomm (speech and language screening tool)

Mrs Heath has received training in: ELKLAN Speech and language programme.

Mrs Mason has received training in: NELI

Mrs Roberts has received training in: Understanding Autism in girls  
ADD  
Attachment  
Dyslexia screening and support  
ELSA  
Mental health first aid

Mrs Harding has received training in: Previous Early Years SENCo experience

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	<p>Mr Milne has received training in:</p> <ul style="list-style-type: none"> <li>Mental health</li> <li>Dyslexia</li> <li>Autism</li> <li>Mutism</li> <li>Autism in girls</li> <li>ADHD and Autism</li> </ul>
	<ul style="list-style-type: none"> <li>• There are members of staff who have experience of working with children with social communication difficulties (Autism) and dyslexia.</li> </ul>
<p><b>How accessible is the school both indoors and outdoors?</b></p>	<p><b>What equipment and facilities are used to support children and young people with special educational needs?</b></p> <ul style="list-style-type: none"> <li>• When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will endeavour to fund this from our budget. If the cost is high and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for top up funding.</li> <li>• Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school subject to service level agreements and quality assurance criteria. Our school may join with other schools in joint purchasing/hire of equipment.</li> </ul> <p>The school building is a single storey development and has a wheelchair access and a disabled parking bay. There is level access to the playground.</p>

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<p>How are parents involved in the school? How can I get involved?</p> <p>Who can I contact for further information?</p>	<p>What are the arrangements for consulting parents of children with special educational needs and involving them in their child's education?</p> <p>The school aims to work in partnership with parents and carers.</p> <p>We do so by:</p> <ul style="list-style-type: none"><li>• working effectively with all other agencies supporting children and their parents</li><li>• giving parents and carers opportunities to play an active and valued role in their child's education</li><li>• making parents and carers feel welcome</li></ul>
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- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for those pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Carer Forums available as part of the Local Offer.
- providing all information in an accessible way

### **What are the arrangements for consulting children and young people with SEND and involving them in their education?**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of 'Can I Statements'. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education, learning and ensure that their well-being and self-esteem is supported
- identify their own needs and learn about learning
- self-review their progress.

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What do I do if I'm not happy with the provision made for my child with SEN?

What arrangements are made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

### Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the head teacher. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

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Which other agencies may be involved in supporting my child with SEN?

How does our school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families?

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond quickly to emerging need and work closely with other agencies including:
  - ✦ Team Around the Family (TAF) team
  - ✦ CAMHS (Child and Adult Mental Health Services)
  - ✦ Educational Psychology Service
  - ✦ Information Advice and Support Services (IASS)
  - ✦ Local NHS services
  - ✦ Local Authority SEN Advisory Service
  - ✦ Early Years SEN support service
  - ✦ Autism Team
  - ✦ Speech and Language Services



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	<ul style="list-style-type: none"><li>✦ Occupational Therapy</li><li>✦ Physiotherapy</li></ul> <ul style="list-style-type: none"><li>• In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we provide information and co-operate fully with other agencies.</li><li>• We may liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific.</li><li>• We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENDCO, but in some cases it can be another member of staff whom we have identified as a key worker.</li></ul>
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<p><b>How will the school prepare and report my child to join the school, transfer to a new setting or to the next stage of education?</b></p>	<p><b>What arrangements are made for supporting children and young people in moving between phases of education?</b></p> <ul style="list-style-type: none"><li>• We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.</li><li>• We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of SEND support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.</li><li>• Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.</li></ul>
	<ul style="list-style-type: none"><li>• Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.</li><li>• Parents will be given a reliable named contact at the next phase provider with whom the SENDCO will liaise.</li></ul>

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<p><b>How do I apply for a school place if my child has SEN?</b></p>	<p><b>What are the admission arrangements?</b></p> <p>In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (<i>see Admission policy for the school, as agreed with the Local Authority</i>).</p>
<p><b>How do I find out about SEN provision in the locality?</b></p>	<p><b>Where is the information about Cheshire West and Cheshire's local offer published?</b></p> <p>From September 2014, Cheshire West and Chester Council must provide a Local Offer for young children with SEND (Special Educational Needs and Disability).</p> <p>This is where information and services can be found in one place. There will be details of services that are available within the local area and how to access them, as well as services which are not in our area that may also be accessible.</p> <p>To go to Chester West and Chester's Local Offer, click this link below <a href="https://www.livewell.cheshirewestandchester.gov.uk/">https://www.livewell.cheshirewestandchester.gov.uk/</a></p>