Tetherdown Special Educational Needs & Disabilities Information Report and Policy

Governor Responsibility:	Learning & Community Committee
Staff Responsibility:	T. McMeakin (SENDCo and Inclusion Lead)
Review Period:	Annual
Status:	Statutory
Reviewed:	Summer 2026
Next Review Date:	Summer 2027
Governor Signature	

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Welcome to our Special Educational Needs and Disabilities (SEND) report - Summer 2026 - which aims to inform parents about the provision available at Tetherdown for students with special educational needs.

When we talk about 'provision' we mean what we provide in order to meet the specific needs of the child to help them make good progress at school, considering each individual starting point.

About this SEND Information Report/Policy

This report answers some of the most frequently asked questions about the school and its provision for children with SEND. We will review and update this information report annually to reflect changes and feedback and to comply fully with current legislation.

If you need any more information, please contact the SEND Coordinator (SENDCo), **Ms McMeakin on 020 8883 3412 ext. 2 or via email tmcmeakin@tetherdownschool.org**

Statutory framework

This report complies with the following areas of legislation and guidance:

The statutory framework works in conjunction with Tetherdown policies:**Special Educational Needs and**

Disabilities Code of Practice: 0-25 years. September 2015

- https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Equality Act 2010: Advice for schools DfES 2013 https://www.gov.uk/guidance/equality-act-2010-guidance
- SEND regulations 2014 http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made

Safeguarding

- Keeping Children Safe in Education 2026 - Keeping children safe in education: Part one
  - Working together to safeguard children - Working together to safeguard children 2026
  - **Behaviour**

    Link to Tetherdown Behaviour Policy Tetherdown's Relationships, Behaviour and Anti-Bullying Policy
  - Behaviour in Schools - Advice for headteachers and school staff Feb 2024 (publishing.service.gov.uk)

Attendance

- **Link to Tetherdown Attendance Guidance Tetherdown's Attendance Policy**
- Working together to improve school attendance: July 2026
- Summary of responsibilities where a mental health issue is affecting attendance (publishing.service.gov.uk)

- Support for pupils where a mental health issue is affecting attendance: effective practice examples

Mental Health

- Government guidance and advice Mental health and behaviour in schools (2021) is departmental advice for school staff. Department for Education – Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK
- Promoting the health and well-being of looked-after children - update note added to start in August 2022
- Mental health and behaviour in schools
- Summary of responsibilities where a mental health issue is affecting attendance (publishing.service.gov.uk)
- Support for pupils where a mental health issue is affecting attendance: effective practice examples

Medical Needs

- Tetherdown Policy - Supporting Pupils with Medical Conditions.pdf (sharepoint.com)
- Supporting children with Medical Needs who cannot attend school - https://www.tetherdownschool.org/_site/data/files/internal-links/policies-page/2920598575613678EA4A3CA9F7231343.pdf
- supporting pupils at school with medical conditions at school. April 2014 Supporting pupils with medical conditions at school - GOV.UK

Our vision

At Tetherdown Primary School, we are dedicated to helping every child thrive - -**academically, personally, and socially**. We want all our pupils to feel **valued, included, and confident** as members of our school community.

We are especially focused on ensuring that all children, including those with **Special Educational Needs and Disabilities (SEND)**, are well-prepared for the next stage of their education-whether that's moving on to **secondary school**, further education, or training.

To support this, we provide:

- A **broad and balanced curriculum** that meets the needs of all learners
- **Enthusiastic and skilled staff** who are committed to inclusive teaching

- A **nurturing environment** that promotes wellbeing and celebrates diversity
- A wide range of **enriching extra-curricular activities** to support personal growth

We believe that **parents and carers are key partners** in their child's education.

We will always involve you in decisions about how best to support your child.

Our aims

- We aim to ensure that every child with SEND receives the right support to reach their full potential.

Our key objectives are to:

- Provide **high-quality teaching** for all pupils, supported by ongoing staff training and regular monitoring
- Create an **inclusive learning environment** where every child feels safe and supported
- **Identify and assess needs early**, so that support can be put in place as soon as possible
- Ensure that **everyone involved**—teachers, support staff, external professionals, and families—understands their role in supporting each child
- Maintain **high expectations** for every pupil's progress and achievement
- Enable all children, including those with SEND, to **fully participate** in school life
- Support **parents and carers** to be active partners in their child's learning journey
- Ensure that **pupils have a voice** in shaping the support they receive
- Allocate the **necessary resources**, wherever possible, to meet individual needs

At Tetherdown, we place the **child at the centre of the learning process**, ensuring that every pupil is supported to thrive academically, socially, and emotionally. Our teaching approach is guided by a commitment to inclusion, respect, and equality.

We are dedicated to:

- **Showing care and respect** for all pupils, staff, and families
- **Promoting British Values**, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- **Preparing pupils for life beyond school**, equipping them with the skills and values needed to contribute positively to the wider community
- **Ensuring equal access** to the full National Curriculum for all pupils, including those with SEND
- **Delivering a rich and challenging curriculum** that nurtures each child's moral, spiritual, artistic, and intellectual development
- **Celebrating and respecting the diverse ethnic and cultural backgrounds** of all members of our school community

We also have clear and robust policies on **behaviour and anti-bullying**, which outline the responsibilities of all members of the school community in creating a safe, respectful, and inclusive environment.
See our Behaviour and Anti-Bullying Policy for more information.

What does SEND mean?

SEND stands for Special Educational Needs and Disabilities.

SEND can include a wide range of needs. Some children may have specific learning difficulties, while others may have more complex or multiple needs. These can affect how they learn, communicate, behave, or interact with the world around them.

A child with SEND:

- has a **significant greater** difficulty in learning than the majority of children their age or
- Has a disability that makes it harder for them to access the same educational facilities as their peers in a mainstream school or college.

Understanding the needs of children with SEND

At Tetherdown Primary School, we recognise that children with SEND may:

- Have different educational, social, emotional, or behavioural needs
- Learn in different ways and at different speeds
- Need a variety of teaching strategies and learning experiences
- Require support to communicate, process, or retain information
- We are committed to understanding each child as an individual and adapting our approach to meet their unique needs.

What kind of SEND does Tetherdown School cater for?

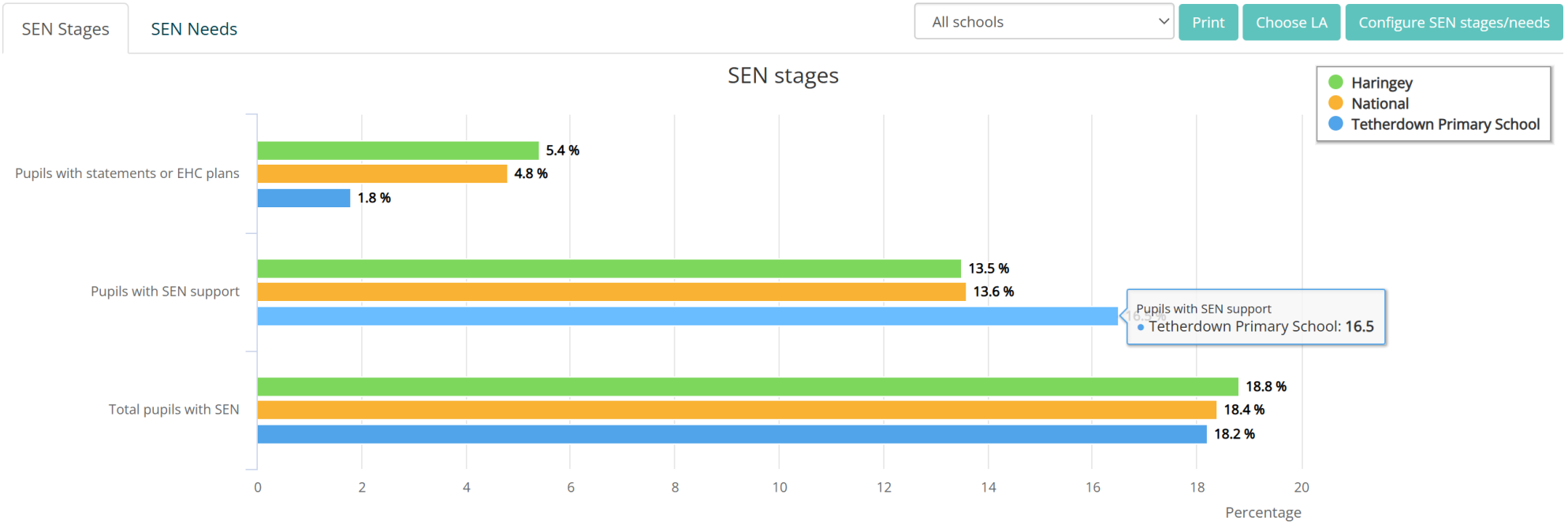
Tetherdown Primary School is a mainstream primary school and welcomes children with SEND in one or more of the following areas (as in the SEND Code of Practice):

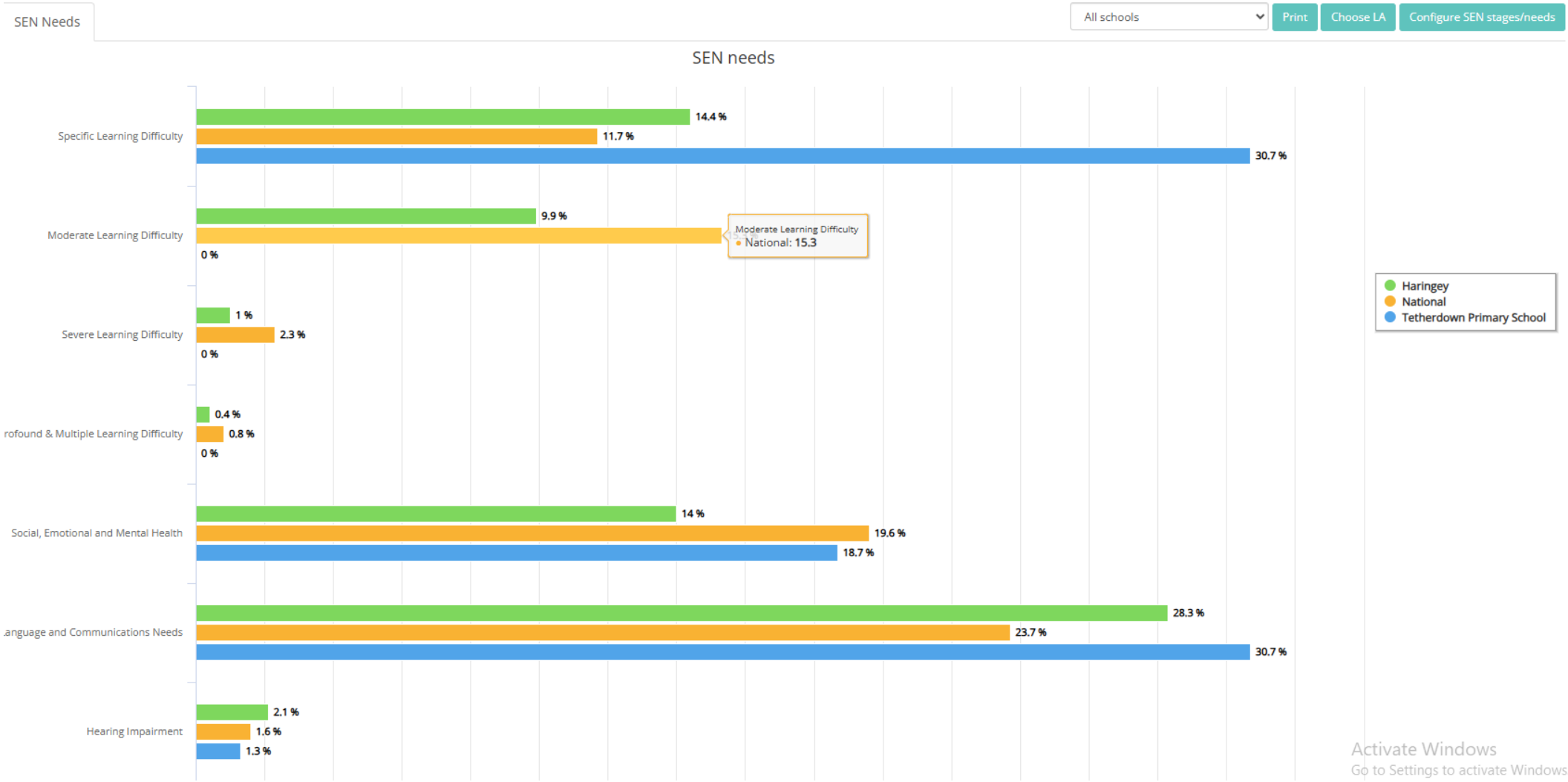
Communication and interaction	E.g. Speech, language, and communication needs (SLCN), Autism Spectrum Condition (ASC)
Cognition and learning	E.g. Specific learning difficulties (SpLD) e.g. dyslexia, dyscalculia, and Developmental coordination disorder (DCD), Moderate learning difficulties (MLD),
Social, emotional, and mental health difficulties (SEMH)	E.g. Attention Deficit and Hyperactive Disorder (ADHD), Depression, Eating disorders, Attachment disorders, anxiety disorders
Sensory and/or physical needs	E.g. Vision Impairment (VI), Hearing Impairment (HI) or a Multi-sensory Impairment (MSI), Cerebral Palsy (CP), Epilepsy Physical disability
Medical needs	Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan, if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

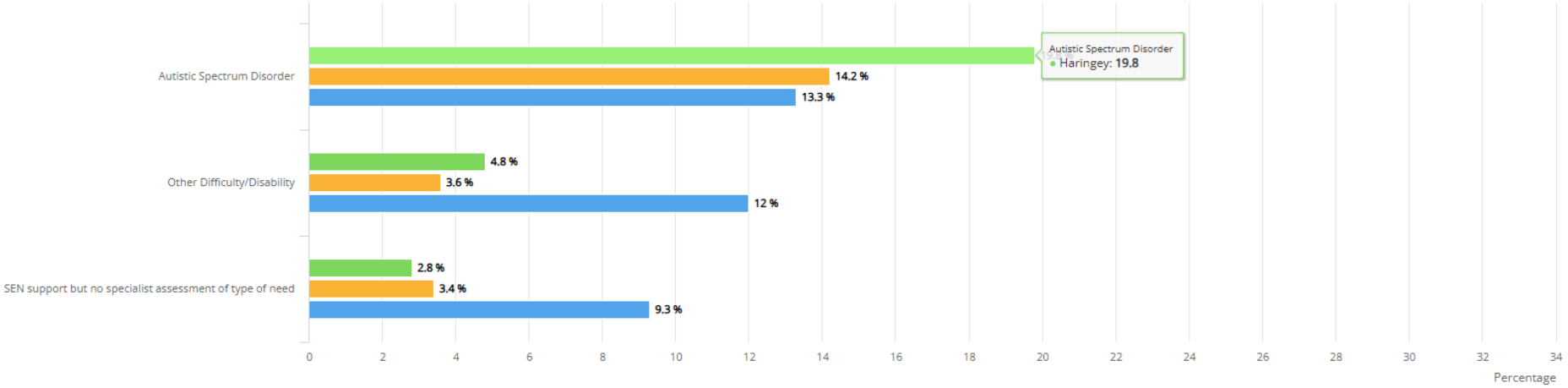
The following table shows the number of pupils with additional support at Tetherdown in Summer 2026

Support offered	Number of pupils
Total number of children on roll	391
SEND support and Targeted interventions Not all children receiving a targeted intervention have a SEND Need	**107 children receiving support** Tetherdown 16.1% Haringey 13.5% National 13.6%

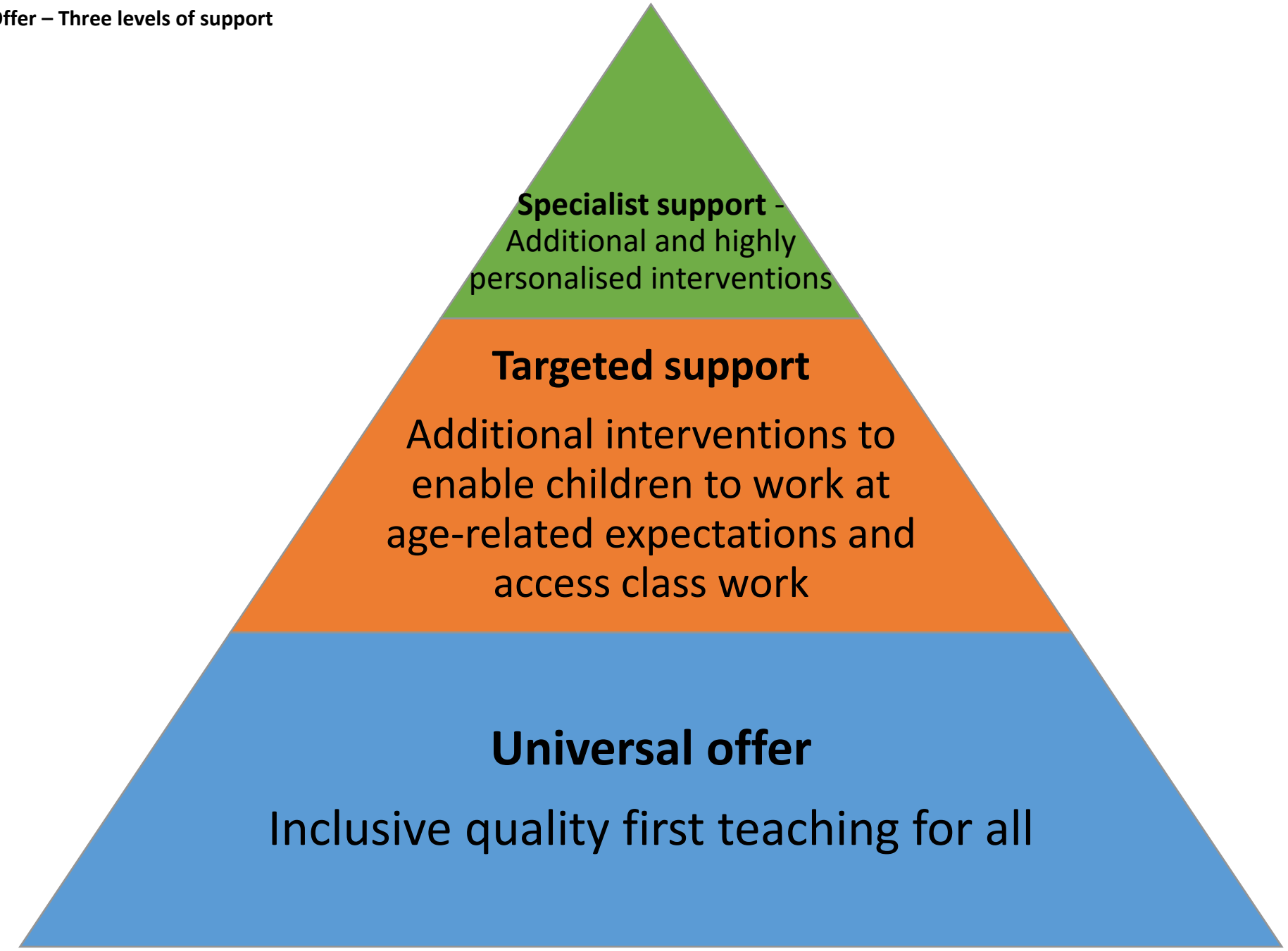
SEND	Number of pupils
Total number of children on roll	391
Education Health and Care Plans (EHCP)	**12 children** Tetherdown 1.8%; Haringey 5.4% National 4.8%
Children with SEND	**71 children** Tetherdown 17.9%; Haringey 18.8% National 18.4%


SEN Stages
SEN Needs
All schools
Print
Choose LA
Configure SEN stages/needs
SEN stages
Haringey
National
Tetherdown Primary School
Pupils with statements or EHC plans
5.4 %
4.8 %
1.8 %
Pupils with SEN support
13.5 %
13.6 %
Pupils with SEN support
Tetherdown Primary School: 16.5
Total pupils with SEN
18.8 %
18.4 %
18.2 %
0
2
4
6
8
10
12
14
16
18
20
Percentage


SEN Needs
All schools
Print
Choose LA
Configure SEN stages/needs
SEN needs
Specific Learning Difficulty
14.4 %
11.7 %
30.7 %
Moderate Learning Difficulty
9.9 %
Moderate Learning Difficulty
National: 15.3
0 %
Severe Learning Difficulty
1 %
2.3 %
0 %
rofound & Multiple Learning Difficulty
0.4 %
0.8 %
0 %
Social, Emotional and Mental Health
14 %
19.6 %
18.7 %
anguage and Communications Needs
28.3 %
23.7 %
30.7 %
Hearing Impairment
2.1 %
1.6 %
1.3 %
Haringey
National
Tetherdown Primary School
Activate Windows
Go to Settings to activate Windows.


Autistic Spectrum Disorder
Other Difficulty/Disability
SEN support but no specialist assessment of type of need
14.2 %
13.3 %
4.8 %
3.6 %
12 %
2.8 %
3.4 %
9.3 %
Autistic Spectrum Disorder
Haringey: 19.8
0
2
4
6
8
10
12
14
16
18
20
22
24
26
28
30
32
34
Percentage

School Offer – Three levels of support



Universal offer **Quality First Teaching** (in class) Part of daily lessons	**Targeted support/offer** Catch-up Interventions (outside of class) – run for **12 weeks** **Targeted specialism support (LPs)** – run for **12 weeks**	**Specialist Support/offer** Interventions Highly Personalised and Support and Involvement with External Professionals
No Plan	**Monitoring Plan (MP)**– for 2 cycles **Learning Plan (LP) –** 3rd cycle, when a child has a diagnosis	**Learning Plan for children with an EHCP**
	Plans are reviewed 2x year	**Plans are reviewed termly**
Delivered by **teachers**	Supervised by teachers and SENDCo Delivered by SNA and TAs	Supervised by Inclusion Lead/SENDCo Delivered by SNAs and specialists
For your child this would mean:	For your child this would mean:	For your child this would mean:
• That the teacher has the highest possible expectations for your child and all pupils in their class. • That all teaching is based on building on what your child already knows, can do and can understand. • Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve strategies such as using more practical learning approaches. • Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn in class. • At the end of each term, your child's teacher will have carefully checked on your child's progress and will have decided if your child has a gap or gaps in their progress. This will be discussed with you at parent consultations – see orange section Targeted offer	• Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. • You will be informed when your child is receiving additional support or interventions and invited to discuss this further with the class teacher or SENDCo. • The class teacher, SENDCo & teacher assistants will plan class-based strategies and interventions to support your child's learning. • A **Monitoring Plan** is written and reviewed twice per academic year. • Children have a Monitoring Plan for the first two cycles. • After two cycles, if the gap has not narrowed, further assessments might be necessary. A **Learning Plan** is written and reviewed 2x per year. • If a child has a diagnosis **and** is in receipt of additional support/interventions, then a **Learning Plan** is written and reviewed 2x per year. These interventions will have clear targets to help your child make more progress. Interventions may include small group work or individual sessions on a specific theme. As a result of receiving additional support or intervention, your child may be on the SEND	• Specialist professionals work with your child to identify their needs and recommend targets to be included in their Learning Plan. • school staff enabling your child to access the classroom learning • A small group or individual work in school run by school staff or an outside professional. A **Learning Plan for children with an EHCP i**s written and reviewed termly. As a result of receiving additional support from an external agency, your child may be placed on the SEND register/census. You will be invited to discuss this further with the SENDCo.

	register/Census. You will be invited to discuss this further with the SENDCo.	

What does Universal Offer look like in class? These strategies are designed to help all pupils, including those with SEND, to become **more independent** and **confident learners**.

Positive relationships

1. Pupils' passports.
2. Teachers know that child or children well. They know and understand their individual needs.
3. Clear behaviour expectations.
4. Teachers are positive. Positive words, positive body language
5. Teachers praise children for giving full effort not just for being correct.

Good pedagogical choices

1. Teachers prioritise learning over attainment (carefully planned and sequenced lessons).
2. All children work towards the same learning objectives.
3. Explicit instructions: clear, modelled, direct teaching of concepts and skills.
4. Flexible grouping – organising children in different ways to maximise learning opportunities.
5. High expectations for all.
6. Scaffolding: moving from 'telling', to prompting, to independent learner.
7. Metacognition: helping children to reflect on their learning and identifying either next step or where they need help.
8. Chunking: breaking tasks into small steps.
9. Use of technology: laptops, iPad, timers.
10. User of visuals, concrete and practical resources.
11. Opportunities for overlearning and consolidation.

Effective use of formative assessment

Teachers use formative assessment to:

1. Find out what has been learnt (remembered).
2. Identify and fill gaps in knowledge and learning.
3. Providing feedback that improves learning.
4. Identify anyone who might need additional support.

Effective adaptations

1. Focussed TA and Teacher support
2. Visual timetables.
3. World banks with visuals/pictures; visual dictionaries.
4. Sitting near the teacher/away from distractions.
5. Reading rulers.
6. Checklists, task management board, now/then.
7. Handwriting support: pencil grips, slopes.
8. Working with a supportive partner.
9. Pre-teaching n small groups.
10. Focus aids (wobble cushion, fiddle objects, movement breaks, thera-bands).
11. Questioning levels (Blank levels)
12. Quiet workspaces – noise cancellation headphones, privacy boards.

Personalised teaching

1. Teachers know what motivates/ interests the children/ in their class.
2. Teachers use real life examples so that children / young people can relate to the concept.

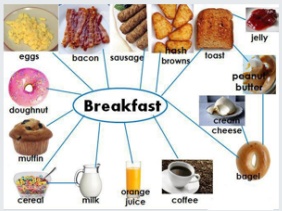
Tetherdown School

What does Universal Offer look like in class according to different needs? Provision Map 2025-26.docx

As part of our **High-Quality Teaching offer**, teachers provide: SEND Core Standards 2024/2025_v3 an SEND Best Practice Guide 2026-2027

This is a short video explaining High-quality teachinghttps://www.facebook.com/watch/?v=1943180015997472

Universal offer – Quality First Teaching

Cognition and Learning	Speech, Language & communication Needs (SLCN)
Task management boards; check lists, Now/Then Modelling Chunking tasks Scaffolding Metacognition Dyslexia Friendly fonts (Sasson & Comic Sams) Written information on desk, not just on board Working with a buddy Different methods of recording Reading rulers Memory aids - lists, word banks Assistive technology, such as speech-to-text tools or immersive readers	Extra time to think & process Word banks (with or without pictures) Different methods of recording Pre-teaching vocabulary Talking partners Different ways to record and answer Blank Levels Questioning Social Stories Comic Strips 
Social Emotional & Mental Health (SEMH)	**Physical & Sensory**
Zones of regulation Clear behaviour expectations Pupils passports Teachers know their children well Restorative scripts Social stories Safe, quiet spaces in the classroom Anchor approach strategies 	Movement breaks Thera-bands Fidget objects Wobble cushion Different pencil grips Writing slopes Handwriting paper Quiet workspaces Noise cancellation headphones Privacy boards Weighted blankets 

Targeted offer – targeted interventions Provision Map 2025-26.docx

This type of support may occur within the classroom or out through **short-term, targeted group interventions** aimed at specific skills or learning gaps.

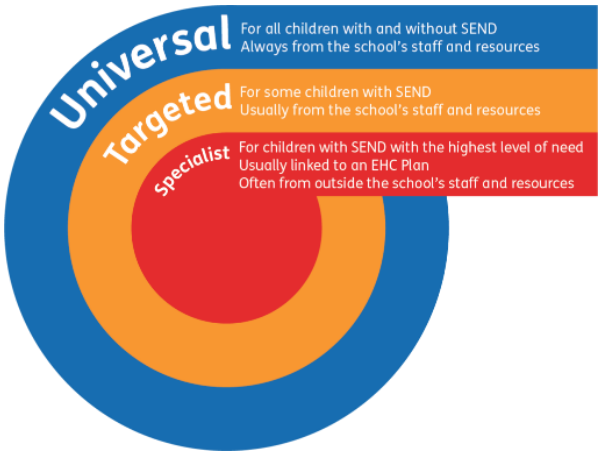
A **targeted intervention runs for the course of 12 weeks**. At Tetherdown we run two cycles of targeted interventions. These normally are delivered by Special needs assistants and/or teaching assistants in the afternoon. Children are assessed before and after these interventions so we can measure the progress and efficiency of the intervention.

Monitoring Plan – this is document where we write children's intervention targets, **pre and post assessments scores** and expected score for each target. Children can have up to two Monitoring Plan. Children should not repeat interventions within one year.

Children in receipt of interventions are formally recorded on the **Tetherdown SEND Register** and included in the school census. The school census is reviewed termly.
School funds these interventions from the **A**dditional **E**ducation Notional budget (**AEN**).

Attending a targeted intervention does not mean having a **Special Educational Need**

Specialist offer - Special Educational Need Support – Learning Plans Provision Map 2025-26.docx



If a child has attended 2 cycles of targeted interventions/provision and the learning gap has not narrowed or closed, he/she will then move to a **Learning Plan.**

This is when a child requires **more intensive, individualised support**, this may indicate a **Special Educational Need (SEN)**. This could involve:

- Long-term scaffolding or significant adjustments to teaching approaches
- Targeted interventions beyond the classroom
- External assessments or formal diagnoses

Children identified with SEND are formally recorded on the **Tetherdown SEND Register** and included in the school census.

The majority of children with SEND will stay at this level of support – **targeted specialism support**
School funds their support from the **A**dditional **E**ducation Notional budget (**AEN**).

Specialist tier - Education, Health and Care Plan (EHCP)

When Tetherdown has exhausted their expertise, resources and provision and needs additional "Top-up" funding to support a child, then an Educational Health Care Needs assessment request is written. This is when children SEND needs exceed £6,000 per annum.

An EHCP is for children with **complex, long-term needs** that require **highly specialised support (4.8% nationally and 1.8% at Tetherdown)**.
These children often have multiple diagnoses and benefit from coordinated input from external agencies and school staff. An EHCP includes:

- A personalised Learning Plan based on EHCP outcomes

- **Termly** Learning Plan reviews
- An allocated budget provided by the local authority
- An **annual review** to ensure the plan remains appropriate and effective

Please note: Not all children with a diagnosis will require targeted or specialist support. Many are successfully supported through the **universal offer** of high-quality teaching.

What is the school's approach to the identification and assessment of pupils with SEND?

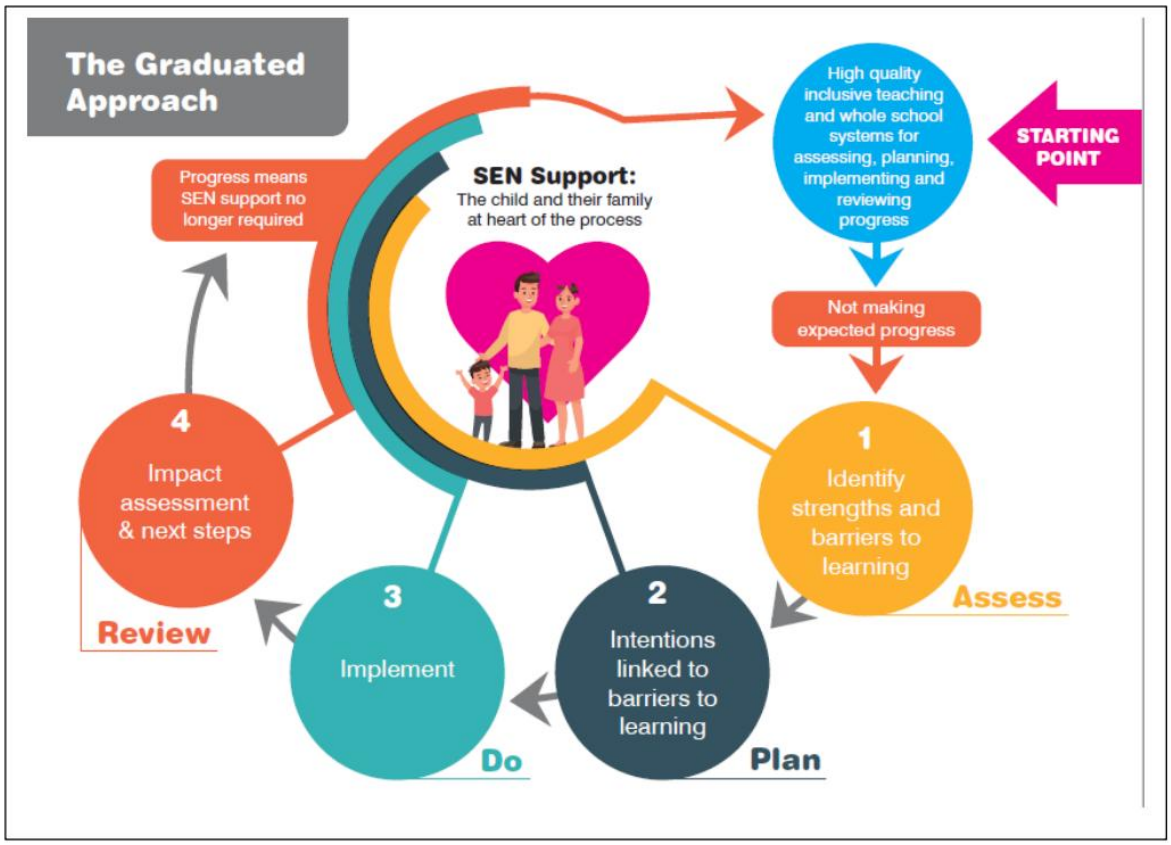
> The National Curriculum Inclusion Statement states that *teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use the appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND will be able to study the full National Curriculum. (Code of Practice 2014)*

At Tetherdown, **every teacher is a teacher of pupils with SEND**. We are committed to the principles of the **National Curriculum Inclusion Statement**, which emphasises setting high expectations for all pupils, regardless of their starting points.

All staff understand the importance of **early identification** of special educational needs and the need for **swift, effective provision**. The identification and assessment of SEND is fully integrated into our whole-school approach to **monitoring pupil progress**.

We use **ambitious, data-informed targets**, plan lessons and targeted interventions that proactively address potential barriers to learning. This ensures that, wherever possible, pupils with SEND can access and thrive within the **full National Curriculum**.

We further identify children's needs through the "Graduated Approach Cycle."



Identification process within the school for teachers and parents/carers

Concerns over a child's lack of progress can be raise by any stakeholder: parent/carer, staff or 3rd party

At Tetherdown, we assess each pupil's skills and development when they join the school. This process builds on information shared by previous early years providers or schools and is supported through **transition meetings** where appropriate. This early assessment enables us to monitor progress effectively and identify any areas of difficulty as soon as possible.

For children with an existing SEND diagnosis or identified needs, we work closely with families, previous settings, and external agencies to gather a comprehensive understanding of the child's strengths and needs **before they start at Tetherdown**.

At Tetherdown, we are committed to the **early identification** of special educational needs and to working collaboratively with families to ensure the best outcomes for every child.

In addition, we provide **timed and targeted catch-up interventions** to address specific gaps in learning. These interventions are carefully planned to complement classroom teaching and are aimed at **closing the attainment gap**.

1. Termly Consultation and Initial Concerns
At Tetherdown, we hold termly SEND Concern Meetings where teachers can discuss any developmental or learning concerns they have about a pupil. These meetings provide an opportunity to **seek advice** from the SENDCo, including specific classroom strategies and approaches for monitoring progress.

2. Ongoing Concerns and Formal Identification
If a child's progress remains slower than expected, despite high-quality teaching and class-based interventions, the class teacher will work with the **SENDCo and the child's family** to carry out a clear analysis of the child's needs. This process recognises that slower progress may be due to a range of factors, such as:

- Changes in family circumstances (e.g. bereavement, house move, new sibling)
- Emotional or social challenges
- Emerging special educational needs

When a teacher suspects a child may have a special educational need, they will formally raise their concerns by:

- Requesting an observation from the SENDCo
- Completing a **SEND Concern Form** or **360° questionnaire**
- Discussing the child during **termly Pupil Progress Review (PPR) meetings** or SEND planning meetings

The SENDCo will then:

- Observe the child in class
- Review the child's work (Book Look)
- Conduct further assessments if needed
- Gather and review all relevant information

Following this, and if progress does not improve by the start of the following term, a **Formal Consultation Meeting** will be arranged by the class teacher with the SENDCo and the child's parent/carer to determine whether further support or assessment is needed.

3. Parental Concerns
If a parent or carer has concerns about their child's learning or development, they should first speak with the **class teacher**. The teacher may implement adjustments and monitor progress. If concerns persist, the teacher can request a meeting with the SENDCo.
Parents and carers are also welcome to attend the **SENDCo's Open Door sessions** with Mrs McMeakin, held once every term, for informal discussions and advice.

4. Monitoring and Review
Our **Senior Leadership Team** supports teachers in regularly assessing pupil progress. If a child is not making expected progress, our first step is to ensure that **High-Quality Teaching** is in place. Providing consistently high-quality teaching across the school helps to reduce the need for additional support by meeting a wide range of needs within the classroom.
Our regular **assessment and monitoring procedures**, including termly **Pupil Progress Review (PPR) meetings**, help us identify children who may not be making expected progress. These children are closely monitored by the **SENDCo, Deputy Head** and **Head Teacher.**

Who decides if a child has SEND?

At Tetherdown, we are committed—both morally and legally—to identifying and supporting the needs of all children. Decisions regarding whether a child has a **Special Educational Need and/or Disability (SEND)** are always made **collaboratively**, involving:

- The **school team** (including the class teacher and SENDCo)
- The **child's parents or carers**
- **External professionals**, where appropriate

We follow a clear process, guided by the **SEND Code of Practice (2014)**, and always ensure that families are fully involved in discussions and decision-making.

Using Professional Judgement

When considering whether a child requires **special educational provision**, the class teacher and SENDCo will draw on a wide range of evidence, including:

1. The child's **progress and attainment** over time
2. The **impact and duration** of any targeted interventions already in place
3. The teacher's **professional observations and assessments**
4. The child's development in comparison to **age-related expectations** and **national data**
5. The **views of parents/carers**
6. The **child's own voice**, where appropriate
7. Advice and reports from **external specialists** (e.g. educational psychologists, speech and language therapists)
8. Any **diagnostic assessments** or formal identification of need

This holistic approach ensures that any decision to place a child on the **SEND Register** is well-informed, evidence-based, and made in the best interests of the child.

When a pupil continues to make less than expected progress despite **evidence-based interventions** tailored to their needs, we seek **specialist advice and support** from external agencies, including:

- **Educational psychologists**
- **Child and Adolescent Mental Health Services (CAMHS, Trailblazers)**
- **Specialist teachers**
- **Therapists** (e.g., **speech and language therapists, occupational therapists, physiotherapists**)
- **Social or family support workers**
- **Healthcare services**, such as the **school nurse**

We actively involve parents in discussions regarding specialist involvement, ensuring they remain informed throughout the process. However, formal parental permission is not required for seeking external guidance.

Role of the SENDCo in Coordinating External Support

The **SENDCo** plays a key role in liaising with external agencies to enhance SEND provision within the school. These specialists support us by:

- **Providing expert training** to staff to improve SEND support.
- **Offering specialised advice** on individual pupils' needs.
- **Conducting assessments** to further inform intervention strategies.
- **Delivering services** tailored to pupils' requirements.
- **Designing and implementing intervention programmes** within the school.
- **Reviewing pupil progress** and adjusting provision accordingly.
- **Evaluating SEND policies and procedures** to ensure best practices.
- **Contributing to staff recruitment** and the deployment of support staff.

By fostering strong partnerships with external professionals, we ensure that pupils with SEND receive high-quality, **collaborative support** that helps them progress and thrive.

The Education, Health and Care Plan (EHCP) Process

If a child continues to make limited progress despite the school having taken all appropriate steps to identify, assess, and meet their special educational needs, and the gap between them and their peers is widening, the school—or the child's parents/carers—may consider requesting an **Educational Health Care Needs Assessment (EHCNA) or Statutory assessment.**

Educational Health Care Needs Assessment (EHCNA) Legal Test:

Under the Children and Families Act 2014, a local authority must carry out an Education, Health and Care Needs Assessment (EHCNA) if both of the following conditions are met:

1. The child or young person has, or may have, special educational needs (SEN)
   This means there is evidence—or a strong possibility—that the child is experiencing difficulties in learning that are significantly greater than those of others the same age.
2. It may be necessary for special educational provision to be made through an Education, Health and Care Plan (EHCP)
   This means the support **the child needs may go beyond what a school or setting can typically provide through its own resources and SEN support.**

If the answer to **both of these** questions is **yes**, the local authority is legally required to carry out an EHC needs assessment.

An EHCP is a **legal document** that outlines a child's education, health, and social care needs, and the support required to meet those needs. This process is coordinated by the **local authority** where the child resides and legally it takes up to **20 weeks** to complete.

The EHCP Process: Key Stages

Stage 1: Requesting an EHC Needs Assessment (EHCNA)

The first step in the EHCP process is to **formally request an Education, Health and Care Needs Assessment** from the local authority (**borough where the child lives**). This step is crucial and typically takes **2 to 3 months** to complete, as it involves gathering detailed evidence from a range of sources.

Why This Step Matters

The local authority will only agree to assess a child if there is strong evidence that:

- The child has, or may have, special educational needs (SEN), and
- The support they need may require an Education, Health and Care Plan (EHCP)

To help the local authority make a positive decision, it is **essential that the school and parents/carers work closely together** to present a **holistic picture** of the child's strengths, needs, and the support already in place.

What This Involves

- **Parents and school staff** meet to discuss concerns and agree to pursue an EHCNA
- The **school gathers evidence**, including:
- **Records of interventions (minimum 2 cycles of interventions)** and support already provided (up to £6,000)
- **Progress data** and assessments (linked to the interventions)
- **Reports** from **all professionals** involved with the child (e.g. Educational Psychologist, Speech and Language Therapist)
- **Costed provision map**

- The child's views (where appropriate)
- Parent/carer input
- The signed **application form** is completed and submitted to the local authority, along with all supporting documentation

This collaborative approach ensures that the request is thorough, well-evidenced, and clearly outlines **why additional support may be needed beyond what the school can provide**.

Stage 2: What Happens When the Needs Assessment Is Agreed?

Once the local authority agrees to carry out an Education, Health and Care Needs Assessment, a more detailed and formal process begins. This stage is designed to gather a comprehensive picture of the child's needs across education, health, and care.

What to Expect During the Assessment

- **Information Gathering**
  The local authority will request detailed reports from:
    - The **school** (including the SENDCo and class teacher)
    - **Parents/carers**
    - The **child or young person** (if appropriate)
    - Relevant **health professionals** (e.g. paediatricians, speech and language therapists)
    - **Social care** (if involved/necessary)

- **Professional Assessments**
  The local authority may also commission new assessments, such as:
    - An **Educational Psychology assessment**
    - Speech and language or occupational therapy assessments
    - Medical evaluations, if needed

- **Timeline**
  This stage is part of the **20-week statutory timeline**. The assessment itself typically takes **up to 6 weeks** from the date the request is sent to the LEA.

The Purpose of the Assessment

The goal is to determine:

- The **nature and extent** of the child's needs
- What **support** is required to meet those needs

Whether an **EHCP is necessary** to deliver that support.

Stage 3: Issuing the Draft and Final EHCP

If, after completing the needs assessment, the local authority agrees that a child's needs cannot be met through the usual school-based support, they will proceed to issue an Education, Health and Care Plan (EHCP).

What Happens Next?

1. Draft EHCP Issued (Week 16 of the process)
    - The local authority will send a draft EHCP to the parents/carers and the school.
    - This draft outline:
        - The child's **identified needs**
        - The provision required to meet those needs
        - The **outcomes** the support aims to achieve
    - Parents have **15 calendar days** to:

- Review the draft
- Request changes
- Express a preference for a school or setting

2. **Final EHCP Issued (By Week 20)**
    - After considering any feedback, the local authority will issue the **final EHCP.**
    - This is a legally binding document that must be followed by the school and any other services named in the plan.

Annual Review meetings

The EHCP is reviewed at least **once every 12 months** to ensure it remains appropriate and continues to meet the child's needs. This is called the Annual Review and involves the school, parents/carers, and any relevant professionals.



The process for requesting an EHCP assessment in Haringey can be found on the Council's website Education, Health and Care Plans (EHCPs) | Haringey Council. As a parent or carer, you can also request access to further support by emailing Haringey on SEND@haringey.gov.uk

Important Note: Being granted a Needs Assessment does not guarantee an EHCP being issued

It's important for families to understand that **being accepted for a statutory Education, Health and Care Needs Assessment (EHCNA)** does **not automatically mean** that an **Education, Health and Care Plan (EHCP)** will be issued.

Why?

The assessment is a **fact-finding process**. It helps the local authority gather detailed information about a child's needs and the support they require. Once the assessment is complete, the local authority will decide whether:

- The child's needs **can be met** through the support already available in school (known as SEN Support), or
- The child's needs are **so significant and complex** that they require the additional support and legal protections of an EHCP

Only if the second condition is met will an EHCP be issued.

What This Means for Parents

Even if an EHCP is not issued, the assessment process can still be very valuable. It often leads to:

- A clearer understanding of your child's needs
- Recommendations for support strategies
- Referrals to other services or professionals
- A stronger plan for SEN Support within school

Education, Health and Care Plans (EHCPs)

Education, Health and Care Plans (EHCPs) are issued by the **local authority** when it is determined that a child's needs are **severe, complex, and long-term**, and cannot be met through the usual school-based support alone. The EHCP is a legally binding document that guides the planning and delivery of **specialist provision** for the child.

What an EHCP Includes:

- A **detailed profile** of the child, including their strengths, interests, and aspirations for the future
- A clear description of the child's **education, health, and care needs**
- The **provision** required to meet those needs across all relevant areas
- **Agreed outcomes** for the next phase of education, health, and/or social care
- Details of any **existing support** already in place
- Allocation of **annual high needs funding** (typically within Banding D–G)

The EHCP also outlines **long-term outcomes** for the current Key Stage and is reviewed **annually** to ensure it remains appropriate and effective.

To fall in line with best practice and the SENDA 2014 legislation, **children with ECHPs will no longer be automatically allocated a dedicated 1:1 support**. Instead, they will often be supported in 1:2/ 1:3 to promote peer relationships. This approach is intended to minimise 'child-adult dependency' and seeks to ensure the development of core life skills. Teachers and Special Needs Assistants / Teaching Assistants work together to in order to insure SEND provision is regularly reviewed and well differentiated.

How we use the EHCP at Tetherdown

At Tetherdown, we use the EHCP as a foundation to plan and deliver personalised support. Each term, we meet with parents/carers and all professionals involved in the child's education to co-produce an **EHCP Learning Plan**. This plan includes:

- **SMART targets** (Specific, Measurable, Achievable, Relevant, Time-bound)
- Targeted **interventions and strategies**
- **Pre and Post assessment** of each intervention
- Agreed **activities and responsibilities** for everyone supporting the child

This collaborative approach ensures that the child's needs are met consistently, and that progress is regularly reviewed and celebrated.

How do we support pupils with SEND at Tetherdown?

SEND Annual Cycle SEND Cycle.xlsx

At Tetherdown, we are committed to ensuring that every pupil's progress is reviewed regularly. This information is shared with both parents and pupils to support transparency, collaboration, and continuous improvement.

SEND Review and Monitoring Activities

The SENDCo coordinates a range of activities each term to monitor and support pupils with SEND:

- **Classroom Observations** – Termly observations to evaluate how well pupils' needs are being met in the classroom.
- **Internal Review Meetings** – Termly meetings with teaching staff and, where possible, external professionals (e.g. during Pupil Progress Reviews or SEND planning meetings).
- **Parent Review Meetings** – Termly structured conversations with parents/carers of pupils with EHCPs or high-level needs. These meetings focus on learning, progress, and next steps.
- **SEND Open Door meetings** - termly meetings. Parents book their 15 mins slot with SENDCo through ParentMail.
- More **Frequent Reviews** – For a small number of pupils, such as those in the **Early Years** or with more complex needs, reviews may take place more frequently.

Who leads the Monitoring and Learning reviews?

- Monitoring and most Learning plan reviews are led by the **class teacher**, who has the most direct knowledge of the pupil's learning and development.
- The **SENDCo** will chair meetings of new or complex cases (EHCPs), or where external professionals are involved. Class **teachers** and **Special Needs Assistants** will also attend these meetings.

What happens at the Monitoring and Learning Plan review?

At Tetherdown, our SEND provision is built on evidence-based programmes and interventions. To ensure these are effective, we assess each child's progress before and after the delivery of any intervention. This helps us monitor impact and adjust support where needed.

At these meetings we review:

- Children's SMART (specific, measurable, achievable, relevant and time-based) targets are set and reviewed
- Attendance and punctuality
- Engagement with home learning
- Recent changes in family circumstances or emotional wellbeing

The outcomes of interventions are recorded in the child's **Monitoring** or **Learning Plan (LP)** and shared with parents during termly LP review meetings.

What Happens during an Annual Review (only for children with EHCPs)?

Annual Reviews are a Person-Centred meeting with all stakeholders.

In preparation for **EHCP Annual Reviews**, we employ **person-centred planning**, ensuring children are actively involved in shaping the decisions that impact their future. When pupils are meaningfully engaged, this enhances their **attitude, behaviour, and learning**, making them valued partners in their own journey.
We also recognise that some children may experience challenges in participating fully. To avoid overwhelming them, **flexible approaches** are used—such as inviting them to review meetings where appropriate or sharing key outcomes with them at a later time.

Reviews are collaborative and involve parents/carers and, where appropriate, other professionals. They are used to:

- Discuss what is working well and what could be improved—both at home and in school
- Confirm whether the agreed SEND provision has been delivered as planned
- Review the pupil's progress towards their **short-term targets** and **longer-term outcomes**
- Agree on **new outcomes and next steps**
- Identify the **support needed** to achieve those outcomes
- Share practical advice and strategies that parents can use at home
- Clarify the roles and responsibilities of everyone involved, including the school, family, local authority, and external partners

Reviewing children's progress

Tracking Attainment and Progress

Children's attainment is tracked **termly**, and progress is reviewed at key points throughout the year. This information is shared with parents:

- **Assessment week –** termly assessments in class
- Phonics screen – Y1
- Multiplication timetables test - Y4
- During **Learning Plan review meetings**
- At **parent consultation evenings – 2 x per year**
- **End of Year reports**
- At the end of **Key Stage 1 (Year 2)** and **Key Stage 2 (Year 6)**

Assessment Tools and Systems

We use a **range of assessment tools** to help identify, monitor, and understand the needs of pupils with SEND. These tools allow us to:

- Track progress over time – teacher's assessment; class observations
- Soft data – attendance and punctuality data
- Identify emerging needs – specialised screenings; questionnaires; meetings
- Match interventions to specific areas of difficulty
- In-house specialised assessments e.g. YARC, BPVS III, Digit Memory Test, HAST - spelling
- Involvement of specialist expertise where appropriate – via referral forms

As a child's needs become clearer, our approach becomes more targeted, drawing on **reviews** and **specialist input** to ensure the right support is in place.

SEND monitoring tools at Tetherdown

We use a range of tools to help identify needs and plan support effectively:

- **360° Questionnaire**
  Completed by the class teacher to assess the child's needs in class and identify key areas for support.
- **Record of Concern**
  An internal form used by teachers to document concerns, outline strategies already tried and request further input from the SENDCo (e.g. classroom observation or additional assessment).

- **Classroom Observations**
  The SENDCo may observe the child in various settings (classroom, group work, playground) and review their work. They may also speak with or listen to the child read.
- **Pupil Progress Review (PPR) Meetings**
  Held termly with class teachers, the Deputy Head, and the SENDCo to review each child's progress. These holistic discussions consider attainment, behaviour, attendance, and barriers to learning. Where needed, next steps are agreed collaboratively.
- **Termly meetings between teachers and SENDCo**
- **Monitoring, Learning Plan and Learning Plans for children with an EHCP cycle**
  A document outlining targeted or specialist interventions that are *additional to* or *different from* classroom adaptations.
    - Driven by specific, measurable targets
    - Includes entry and exit data to evaluate impact
    - Reviewed termly or a end of interventions cycles (two per year) with parents/carers and updated by staff

Our Legal Duty: The Equality Act 2010

In making these adaptations, the SENDCo works closely with the **Headteacher and Governing Body** to ensure that the school meets its responsibilities under the **Equality Act 2010**. This includes the duty to make **reasonable adjustments** so that disabled pupils are not placed at a substantial disadvantage compared to their peers.
You can read more about the Equality Act 2010 here:
http://www.legislation.gov.uk/ukpga/2010/15/contents

Special Arrangements during assessment times:

At Tetherdown, we are committed to ensuring that all pupils, including those with SEND, are able to access statutory assessments in a fair and supportive way. Where appropriate, we provide **access arrangements** to help pupils demonstrate their learning without being disadvantaged by their additional needs.

Examples of Access Arrangements may include:

- Behaviour plan – disability taken in consideration when interpreting behaviour policy
- Additional time to complete assessments
- Supervised rest breaks
- Use of a scribe or reader (where permitted)
- Prompts to stay focused
- Enlarged print or modified materials for pupils with visual impairments
- Use of assistive technology (e.g. speech-to-text tools)

These arrangements are based on individual needs and are implemented in line with national guidance.

Following National Guidance

We follow the annual guidance issued by the **Standards and Testing Agency (STA)** to ensure all access arrangements are applied fairly and consistently:

- **Key Stage 2 (Year 6) SATs**
  Access arrangements are considered in the **Spring Term**. Y6s teachers and Ms McMeakin (SENDCo) assesses pupils who may benefit access arrangements.
  Key Stage 2 Access Arrangements Guidance – GOV.UK

- **Phonics Screening Check (Year 1)**
  Access arrangements are outlined on **pages 12–14** of the STA guidance.
  Phonics Screening Check Guidance – GOV.UK
- **Multiplication Tables Check (Year 4)**
  Access arrangements are detailed on **pages 10–12** of the STA guidance.
  Multiplication Tables Check Guidance – GOV.UK

Supporting Pupils with Medical Needs

At Tetherdown, we are committed to supporting pupils who require medication during the school day, in line with guidance from health professionals.

Where appropriate, and with the necessary documentation, we are able to assist with the **administration of prescribed medication** to ensure that pupils can continue to access learning safely and comfortably.
Our approach follows:

- The school's policy: "**Supporting Children with Medical Needs**" (available on the Tetherdown Primary School website)
- National guidance: "**Supporting Pupils at School with Medical Conditions**" (Department for Education)

These policies outline the procedures we follow to ensure that all medical needs are managed safely, sensitively, and in partnership with families and healthcare providers.
https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions—3

What support is available for improving the (SEMH) social, emotional, and mental health development of pupils with SEND?

At Tetherdown, we are deeply committed to supporting the **social, emotional, and mental health (SEMH)** development of all pupils, including those with SEND. Our school culture is built on the belief that **happy children are inspired to be the best they can be**, and we strive to create an environment where every child feels valued, safe, and supported.

We promote a school ethos rooted in **acceptance, justice, tolerance, forgiveness, and understanding**, and we recognise that **positive relationships between staff and pupils** are central to both learning and wellbeing.

Why SEMH Support Matters

We understand that good mental health helps children to:

- Develop socially and emotionally
- Attend school regularly
- Engage meaningfully in learning
- Fulfil their potential

How we support SEMH at Tetherdown

We provide a range of **universal and targeted support** to promote wellbeing and respond to individual needs:

Whole-School Approaches

- A **safe, calm, and nurturing learning environment**
- A strong **relationships-based ethos**
- **PSHE and RSE lessons** to develop emotional literacy and resilience
- **Zones of Regulation** to help children identify and manage their emotions
- Restorative conversations
- Staff trained in the **Anchor Approach** and **de-escalation techniques**
- **Mental Health First Aiders** available on site

Targeted and Specialist Support

- Tetherdown has a variety of **SEMH interventions** (1:1 and small groups)
- Staff trained on Anchor approach strategies
- **Peer Mentoring** support – Y5s and Y6s
- **Brain Buddy** sessions for Y3s and Yr4s
- **Resilience Indicator & Strategy Tool**
- **School counselling** for pupils needing emotional support
- Access to the **Trailblazers Mental Health Support Team**
- Referrals to **CAMHS (Child and Adolescent Mental Health Services)** where appropriate
- **Early identification and intervention** for pupils showing signs of SEMH difficulties
- **Personalised** behaviour plans
- Haringey Learning Partnership (**HLP**) – behaviour support in schools
- **Circle of friends –** Educational Psychology service

Support for Pupils with Complex SEMH Needs and Emotional-Based School Avoidance (EBSA)

For pupils experiencing more **complex social, emotional, and mental health (SEMH) needs**, including **Emotional-Based School Avoidance (EBSA)**, Tetherdown offers a range of targeted in-school interventions. These are designed to promote emotional wellbeing, build resilience, and support positive engagement with school life.

Additional support may include:

- **Teacher support and guidance**
  Tailored advice and strategies are provided to class teachers to help them manage the pupil's SEMH needs effectively within the classroom, while also considering the needs of the wider class.
- **Reduced demand** on the child to complete work at the same pace as peers incl. home-learning
- Reconsider **sitting plan**
- Start school **earlier** or **later**; enter school through a **different gate**
- **Trusted adult**
- **Quiet space** for the child to self-regulate (with sensory/wellbeing resources)
- **Wellbeing Plan**
- Time and space to discuss anxieties (with child and parents)
- Send home **lessons missed** (for completion at home)

- **Small group interventions**
  Focused sessions that promote:
    - Emotional wellbeing

- Social skills development
- Self-esteem and confidence

- **Transition and unstructured time support**
  Additional support during key transition points (e.g. start of the day, moving between lessons) and unstructured times such as **breaks and lunchtimes**, to help pupils feel safe and supported.

- **Therapeutic Support**
  Where appropriate, pupils and families may access **therapeutic interventions** delivered by trained professionals, either within school or through external services. This may include:
  - Counselling
  - Family support work
  - Specialist mental health input
  - AV1 robot – life streaming from the classroom – The AV1 robot enables a child to remain connected to their class when they are unable to attend lessons in person. It provides **live access to classroom learning**, allowing the child to see, hear, and participate in lessons remotely.
    For example, the child may be working in a group room elsewhere in school while the AV1 robot remains in their usual classroom seat. Through a laptop or tablet connected to the robot, the child can follow teaching in real time, engage with learning activities, and maintain a sense of belonging with their peers.
    This live-streaming takes place within school and helps ensure continuity of learning while supporting the child's individual needs.

These interventions are planned in collaboration with families and reviewed regularly to ensure they are meeting the child's needs effectively.

In **Haringey**, there are several resources and support systems available for children and young people experiencing **Emotional-Based School Avoidance (EBSA)**. These are designed to help schools, families, and professionals understand and respond to the emotional needs that may be preventing a child from attending school regularly.

Key EBSA Resources in Haringey

Haringey Educational Psychology Service (EPS) – EBSA Guidance

- Offers **training and guidance** for schools on recognising and responding to EBSA.
- Emphasises early identification, understanding anxiety, and the importance of relationships.
- Provides a framework for understanding **risk factors**, **maintenance cycles**, and **intervention strategies**.
- Encourages a **multi-agency approach**, involving families, school staff, and external professionals.
- Full guidance available here:
  Haringey EPS EBSA Training & Guidance 2024–25 (PDF)

Haringey Learning Partnership (HLP) – EBSA Support

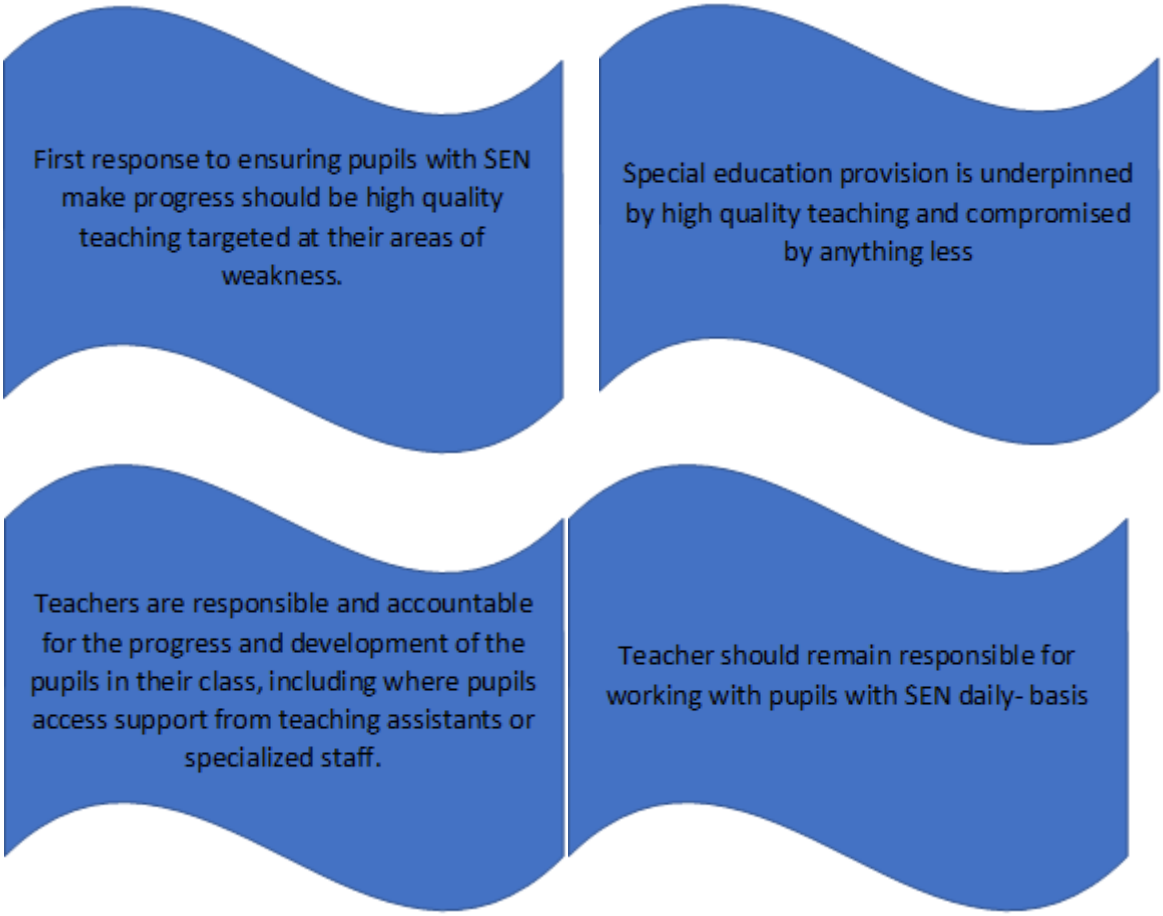
- Provides **targeted support** for children and young people experiencing EBSA.
- Recognises EBSA as a **mental health and wellbeing issue**, not a behavioural problem.
- Offers **school-based interventions**, family support, and access to specialist services.
- More information available at:
  Haringey Learning Partnership – EBSA Support

Support may include:

- Staff training on EBSA and anxiety-informed practice
- Individualised support plans for pupils
- Therapeutic interventions (e.g. counselling, mentoring)
- Family support and guidance
- Collaboration with CAMHS and other mental health services

How does the school evaluate the effectiveness of its provision for SEND?

SEND Code of practice



The **quality of teaching** is the most significant factor in ensuring that all pupils make progress. At Tetherdown, we regularly evaluate the effectiveness of teaching to ensure that educators can identify how individual children learn best and the support they require.

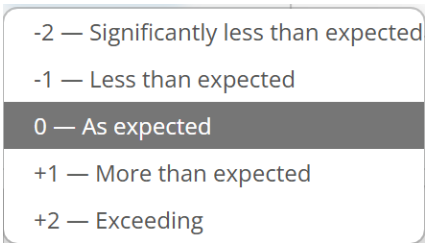
To assess the impact of our **SEND provision**, we systematically review pupil progress to determine whether agreed goals and outcomes are being met. This process includes Learning Plan (LP) meetings, SEND meetings, and **Pupil Progress Review (PPR) meetings**. Through robust data monitoring systems, we track, review, and analyse the attainment and progress of SEND pupils, ensuring that support is tailored to their needs.

All evidence-based interventions include both a **Pre (Baseline) assessment** and a **Post assessment**.

All **targets are SMART** – **S**pecific, **M**easurable, **A**chievable, **R**ealist and **T**ime-limited.

SMART targets are evaluated against the **Expected score** by the adults responsible for delivering the intervention.

Our **Provision Map and Learning Plan writing platform** (Edukey) enables us to systematically assess each target by comparing the Post-assessment results with the predicted Expected score, ensuring accurate measurement of progress and impact.



When professionals from health or social services are involved with a child, we actively seek their expertise to inform and review progress. This collaborative approach ensures that all those supporting the family work effectively together to provide comprehensive and cohesive care.

Teachers work collaboratively with the **SENDCo, parents, and the child** to ensure that SEND support is effectively tailored. If an approach is not yielding the desired outcomes, it is adapted or replaced with an alternative strategy.

Roles and responsibilities

SENDCo Responsibilities and Meetings:

1. **Leadership Collaboration** – The SENDCo meets **monthly** with the **Headteacher**.
2. **Leadership Collaboration –** The SENDCo is part of the Senior Leadership Team, which meets weekly.
3. **Internal Coordination** – Weekly meetings between the **SENDCo and SEND HLT** to strategic planning.
4. **Multi-Agency Engagement** – Termly meetings with **staff and external professionals**, such as speech and language therapists, ensure coordinated support.
5. **SEND NLC meetings** - termly meetings with local SENDCos
6. **Weekly meetings with SEND HLT** – plan and discuss SEND needs of the school
7. **Fortnightly Support staff meetings** – to deliver CPD and keep support staff abreast of SEND news
8. **Weekly 1:1 meeting** with a support staff member (rota system)
9. **Pupil Monitoring** – The SENDCo conducts **termly observations** of pupils to assess needs and intervention effectiveness.
10. **Pupil Progress Reviews** – The SENDCo, **Deputy Head, and teachers** hold **termly Pupil Progress Review (PPR) meetings** to evaluate student outcomes.
11. **Monitoring and Evaluation** – As part of the **Termly Monitoring Cycle**, the SENDCo participates in **Learning Walks,** Book Looks, and Pupil Voice activities.
12. **Coordinating and managing targeted and SEND interventions** in the school (over 50 per each cycle)
13. **Support Staff Coordination** – The SENDCo meets with **Special Needs Assistants (SNAs) twice per term** to review and refine support strategies.
14. **Teacher Consultations** – Termly meetings between the SENDCo and **class teachers** allow for SEND reviews and discussions on emerging concerns.
15. **EHCP Oversight** – **Education, Health and Care Plan (EHCP) Learning Plans** are reviewed and updated **termly**. Plus, oversight and chairing **annual review** process and meetings
16. **Parental Engagement** – The **SENDCo and/or teachers** meet **termly** with parents of children who have an **EHCP Learning Plan** to review progress and address any concerns. Additionally, the SENDCo aims to meet **twice a year** with parents of children with **Learning Plans** to provide further support.
17. **Termly SEND Open Door meetings**, which are available to all parents on an appointment basis.
18. **Parent talks -** the SENDCo organises **one** talks per term covering a range of topics such as **sleep, safeguarding, access to SEND services, behaviour**, and other relevant areas of interest.
19. **Vulnerable Families meetings –** termly meetings with wrap around services and office staff.
20. **Governance Liaison** – **Termly meetings** with the SEND Governor help align SEND provision with school-wide objectives.

21. **Staff Development** – The SENDCo advises on **Support Staff performance management and observation cycles**. This is closely linked to the school SDP.
22. **Recruitment & Deployment** – The SENDCo is actively involved in the **recruitment and allocation of support staff**.
23. **SEND Framework** – The school adheres to the **SEND Cycle**; review associated policies and SEND report
24. **Provision Evaluation** – The SENDCo reviews **school-wide SEND provision data annually** to assess effectiveness.
25. **Professional Development –** Through our Continuing Professional Development **(CPD)** programme**, teaching and support staff** receive essential training to deliver high-quality interventions for pupils. This includes **one SEND INSET session per term,** alongside **fortnightly 30-minute training sessions for support staff to reinforce their skills and expertise.**
26. **Data-Informed Practice** – School leaders and teaching staff, including the SENDCo, analyse **patterns in SEND identification** both within the school and in comparison, with national data. These insights inform and enhance teaching practices.

This report is presented annually to Governors who are responsible for monitoring pupil outcomes for all children, including those with SEND.

Roles

The Governing Body in co-operation with the headteacher, have a legal responsibility for determining the policy and provision for children with special educational needs and disability. Governors must ensure that:

- A SEND governor is identified
    - The necessary provision is made for any children with SEN
    - They have regard to the requirements of the Code of Practice for Special Educational Needs (2015)
    - They are fully informed about SEN issues
    - They are involved in the development and monitoring of the school's SEN policy and that the school as a whole will also be involved in its development
    - The quality of SEN provision is regularly monitored

The role of the **Headteacher**

The management of all aspects of the school's work, including provision for children with special educational needs and disability

- Keeping the governing body informed about SEN issues
- Working closely with the SENDCo (overseeing and line managing the work of the SENDCo)
- The deployment of all SEN staff within the school
- Monitoring and reporting to the governors about the implementation of the SEN policy and the effects of inclusion policies on the school as a whole
- He reports directly to the SEND Governor. In particular cases, the head teacher may liaise with external agencies and the local authority and may chair some meetings.

The role of the **Class teacher**

The Class teacher is responsible and accountable for progress and development of **all** pupils in their class:

- Deliver **high-quality, inclusive teaching** using a strong understanding of *Quality First Teaching (QFT)* strategies.
- **Support the wellbeing** of all pupils, recognising how emotional and social needs impact learning.
- **Monitor and assess all pupils' progress**, identifying and reporting any emerging SEND concerns to the SENDCo or Teaching and Learning Manager.
- **Plan and deliver adapted provision** to meet the needs of pupils with identified SEND, ensuring it is tailored, purposeful, and outcome focused.

- **Share weekly planning** with Special Needs Assistants (SNAs) and Teaching Assistants (TAs) to ensure consistent and effective support for pupils with SEND.
- Work collaboratively with Special Needs Assistants (SNAs) to **plan, deliver, and review Learning Plans** for pupils with Education, Health and Care Plans (EHCPs).
- **Evaluate the impact of interventions** regularly, using this information to inform the next steps within the *graduated approach*.
- **Engage parents and carers**, informing them of concerns, planned interventions, and involving them in reviews of their child's progress.
- Conduct **termly monitoring and target setting**, using both formative and summative assessment to track progress towards individual outcomes.
- Complete and maintain all relevant **SEND documentation** in line with the *SEND Code of Practice*, ensuring accurate communication with the SENDCo, parents, and pupils.
- **Collaborate closely with the SENDCo** to align classroom provision with pupils' individual needs.
- As part of the graduated approach, **work with external specialists** and implement their advice when planning provision and setting outcomes.
- **Regularly review the deployment and impact of support staff**, ensuring their contribution effectively supports pupil progress.
- Adhere consistently to the school's **SEND policy**, contributing to a whole-school inclusive culture.

The role of the **SEND HLT**
They are responsible for the following:

- Working closely with SENDCo in planning and delivering differentiated provision/interventions and training.
- Delivering 1:1 and small group support when necessary.
- Providing effective feedback to SENDCo on interventions (Pre & Post assessments data).
- Tracking progress towards outcomes of interventions.
- Support other Support Staff with assessment, target setting and general SEND paperwork.
- Collecting and providing feedback on evidence of progress through observations both formal and informal.
- Collaborating with the Teachers and SENDCo to match classroom provision to the specific needs of the pupil.
- Contributing to progress reviews (Learning Plans) or annual reviews.
- Reviewing targets and SEND documentation (with teachers or SENDCo's support) e.g. LPs, SEND Information report

What expertise and training do the school staff have in relation to SEND?

All staff members at Tetherdown (teachers and support staff) have basic ASC training (4 hours AET training).
This academic year, the SENDCo plans a comprehensive "Continuous Professional Develop Plan" (CPD) for our support staff.
In house and a variety of guest speakers are invited to deliver support staff CPD

All support staff understands Tetherdown SEND cycle, the SEND graduated approach; can assess and set SMART targets on a range of interventions.
Furthermore, each member of the support staff has a buddy, which is the 1st port-of-call for support.

Different members of teaching and support staff are trained in a variety of interventions – see provision map

What are the arrangements for consulting and involving parents of children with SEND in their child's education?

Parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- reviewing targets within the Learning Plan
- providing feedback on the Learning Plan/ annual reviews of EHCPs
- Parent Consultation evenings
- Termly SEND Open Door evenings
- During discussions with our SENDCo or other professionals
- Commenting and contributing to assessment, planning and reviews
- Attending meetings withprofessionals and outside agencies e.g. Speech and language therapist

What are the arrangements for consulting and involving pupils with SEND in their education?

Tetherdown school, we prioritise **pupil engagement**, ensuring that all children take an active role in their learning and contribute positively to their school and local community. Through **teacher-child conferencing**, we regularly consult pupils about their progress and experiences.

For pupils with **SEND**, we take additional care to ensure their voices are heard and their involvement is meaningful. Their participation is tailored to accommodate **individual communication preferences**, which may include:

- Providing **accessible information** in formats suited to their needs.
- Using **clear, simple language and images**, avoiding complex professional jargon.
- Allowing **time to prepare** for discussions to help them feel confident.
- Dedicating time in meetings and conversations to **gather their views**.
- Involving pupils in discussions **directly** or collecting their input beforehand.
- Ensuring staff are **trained and skilled** in supporting pupils, parents, and young people in decision-making.

Representation and Participation

To ensure pupils with SEND are actively involved in **decision-making and school-wide initiatives**, we provide opportunities for them to share their perspectives through various platforms, including:

- **School Council** – enabling pupil representation in leadership discussions.
- **Rate Yourself Sheets** – completed **termly in class** to track self-assessment.
- **Annual Pupil Survey** – gathering feedback on learning experiences.
- **Assemblies** – offering a platform for student engagement and shared learning.
- **EHC Plan Pupil Feedback Forms** – completed by children with **Education, Health, and Care (EHC) Plans** to ensure their perspectives shape their support.

By fostering an **inclusive and participatory culture**, we empower pupils with SEND to take ownership of their learning and contribute meaningfully to their educational journey.

Children's Voice

Tetherdown is committed to ensuring that children and young people are active participants in decisions about their education and support. Our approach prioritises their individuality, strengths, and aspirations, fostering an inclusive environment where their voices are heard and valued.

Key Principles:

- **Individual-Centred Approach** – We focus on each child as an individual rather than their **SEN label**.

- **Active Participation** – Pupils are at the heart of **planning and decision-making**, ensuring their voices shape the support they receive.
- **Developing Communication Skills** – We help children learn how to **express their views, make choices, and actively listen**.
- **Recognising Strengths** – Emphasis is placed on **celebrating each child's abilities and potential**.
- **Creating a Sense of Belonging** – Children should feel **listened to, respected, valued, and cared for**.
- **Accessible Communication** – Information is presented in **clear, everyday language and images**, avoiding professional jargon.
- **Collaborative Decision-Making** – Children, alongside those who know them best, help define their **interests, progress, and future aspirations**.
- **Tailored Support** – Intervention strategies are adapted to meet the **individual needs** of each child.
- **Encouraging Honest Dialogue** – We create spaces for both **celebrating successes and addressing challenges** with care.
- **Building Relationships** – Adults working with children gain a deeper understanding of their needs, fostering meaningful connections.
- **Outcome-Driven Planning** – We ensure that all plans work towards **real and impactful outcomes for pupils and their families**.

Embedding Pupil Voice in SEND provision
The views and experiences of each pupil sit at the core of our **SEND Graduated Approach**. Assessments are designed to reflect their **wishes, feelings, aspirations, and goals**, ensuring they receive the right support to achieve success. Whenever possible, children with SEND are directly involved in planning their support and reviewing their progress. This can be facilitated through **questionnaires, storyboards, or symbols**, ensuring accessibility for all.

What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns, as soon as they arise, and not wait for the next formal opportunity to meet. If you have something to ask us or tell us, please contact the class teacher or SENDCo.

If you have a complaint about, SEND provision, please contact us to obtain a copy of our complaints procedures which can be found on our school website.

Further information on local support for families of pupils with SEND can be found on Haringey's website www.haringey.gov.uk (Click Link to Children and Families and Children with SEND – local offer).

What local support, outside of school, is there for the parents of pupils with SEND?

The Parent Partnership Service – Markfield Together for Inclusion

SENDIASS - Markfield
Offers free, impartial and confidential advice about Special Educational Needs & Disabilities (SEND)
Call our Helpline 0208 802 2611 or email: sendiass@markfield.org.uk

Website: Markfield - Together for Inclusion | Markfield Road London N15 4RB

This organisation offers a range of services to assist the parents/carers of children with SEND. These include help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks.

Where can I find more information about SEND services in Haringey and the local area (the Local Offer)?

Information about local support is identified here: www.haringey.gov.uk/localoffer

IPSEA www.ipsea.org.uk - Independent Provider of Special Education Advice (known as IPSEA) is a registered charity (number 327691) operating in England. IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). We also provide training training on the SEND legal framework to parents and carers, professionals and other organisations.

What are the school's arrangements for supporting pupils with SEND when they join the school, and supporting them to move to secondary school?

All children with SEND and their families may be particularly anxious about changing classes or "moving on" from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

Transition guide table:

	Additional arrangements for children with SEND (examples)
In Reception	• Swift transfer of records • Work with Haringey's Early Years Inclusion Team • Transition meeting(s) with the previous setting and parent • Transition plan drawn up with main carer and child (could include managed visits, pictures or transition book or video, social stories about 'moving on') • Possible additional invitation to visit our Reception before the start in September start
When moving to another school (mid-year)	• We will contact the school SENDCo and share information about the special arrangements and support that has been made to help your child achieve their learning goals. • Swift transfer of records • Transition meeting with the new setting • Transition plan (as above) • Managed "Good-bye"
When moving to Tetherdown school (mid-year)	• SLT decides which class child goes to • Swift sharing of records • Pre-meeting and school guided visit (by class teacher) with parents and child before starting day. • Possible phone call or meeting between parents and SENDCo (if necessary) • Possible phone call between Tetherdown's SENDCo and previous school's SENDCo/teacher.

When moving to the following year	• Transition meetings are held within school between the current and new class teacher. • Transition meetings are held within school between the current teacher and support staff who is supporting the child • Transition meetings are held within school between the SENDCo and new class teacher. • Information about the child's needs, strengths, best way to support etc recorded in the PPR document • Transition books, transition programme, visual supports and visits to the next setting/class. • Additional visits to the "new" class, corridor, teacher
Primary to secondary transition	• Swift transfer of records • Year 5 annual reviews planning meeting • During Year 6 the SENDCo or the Y6 teachers will attend the Secondary Transfer Conference to discuss the specific needs of your child, and the nature and level of support which has had the most impact, with the secondary school they will be transferring to • Possible additional multi-agency meetings will be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex • Work with child to prepare for the next school through: Secondary Transition Programme