

Tetherdown Special Educational Needs & Disabilities information report and policy

Governor Responsibility:	Learning & Community Committee
Staff Responsibility:	T. McMeakin (SENDCo)
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Welcome to our Special Educational Needs and Disabilities (SEND) report -Autumn 2021 - 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.

All staff are aware that school closures due to Covid-19 pandemic will have had a significant impact on the learning and wellbeing of all our pupils with SEND and will be working hard to ensure these pupils settle back into school life.

About this 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:

- 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>
- Supporting pupils at school with medical conditions at school. April 2014
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- 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/ukxi/2014/1530/schedule/1/made>
- [Summary of responsibilities where a mental health issue is affecting attendance](#)
(publishing.service.gov.uk)
- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#) (publishing.service.gov.uk)
- [Working together to improve school attendance](#) (publishing.service.gov.uk)

The above statutory framework works in conjunction with Tetherdown policies:

- Behaviour and anti-bullying <https://www.tetherdownschool.org/site/data/files/internal-links/policies-page/850237DF9048F4AB8C44211A5D9ED2CE.pdf>
- Supporting children with Medical Needs - [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

Our vision

At Tetherdown Primary School we are committed to supporting all pupils to fulfil their potential: academically, personally, and socially. We want all our children to feel that they are a valued part of our school community. We strive to ensure that all pupils make a successful transition into adulthood, further or higher education or training through ensuring:

- A broad, balanced curriculum for all students
- Enthusiastic and committed staff
- An inclusive and supportive environment promoting wellbeing
- A range of stimulating extra-curricular activities

We will always involve parents in deciding how we best support their child

Our aims

We aim to make sure that all pupils with SEND get the support they need to achieve their potential.

Our key aims and objectives are:

- to provide High-quality Teaching for all children, through continuous teaching training, monitoring the quality of teaching and learning throughout the school
- to create an inclusive learning environment
- to ensure that the specific needs of children are identified, assessed, and provided for from the earliest possible age
- to ensure that all partners in the process of meeting a child's individual needs understand and fulfil their responsibilities
- to ensure that all school staff understand and fulfil their roles and responsibilities in providing for children's SEND
- to have the highest expectations for the progress which can be achieved by each individual pupil
- to enable all children, including those with SEND, to have full access to all elements of the school community
- to ensure that parents or carers are able to play their part in supporting their child's education
- to ensure that our children have a voice in deciding how their individual needs might best be met
- to ensure that all necessary resources are made available, where possible, to meet pupils' individual needs

What does SEND mean?

The term SEND describes the needs of children who have a difficulty or disability which makes learning harder for them than for other children of the same age. SEND can cover a broad spectrum of difficulty and disability and children may have wider ranging or specific difficulties.

A child with SEND:

- has a **significant greater** difficulty in learning than the majority of children their age or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

We respect the fact that children with SEND may:

- have different educational, social, emotional, and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate, and communicate information at different rates
- need a range of different teaching approaches and experiences

What kind of SEND does Tetherdown School cater for?

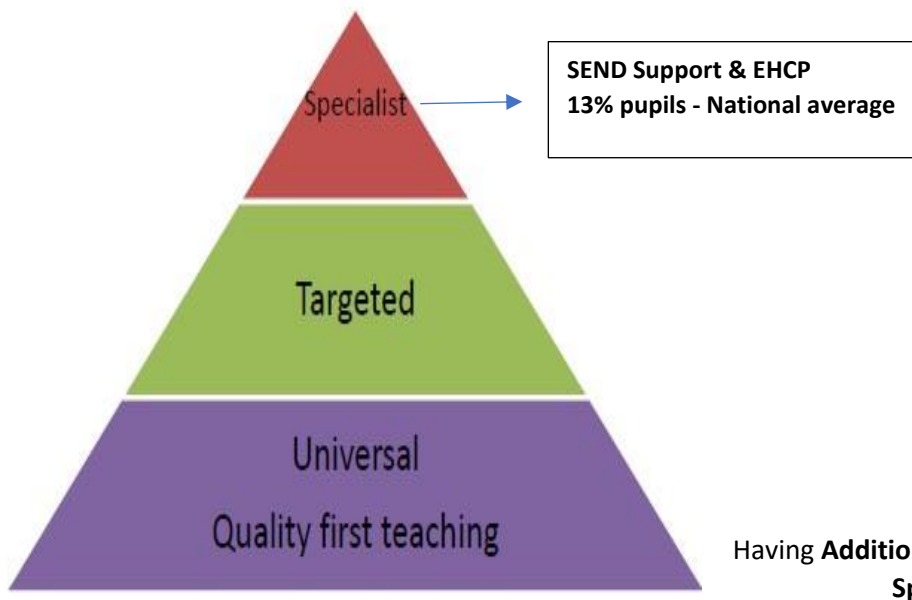
Tetherdown Primary School is a mainstream primary school and welcomes children with SEND in one or more of the following areas:

Communication and interaction	Speech, language, and communication needs (SLCN), Autism Spectrum Condition (ASC)
Cognition and learning	Specific learning difficulties (SpLD) e.g. dyslexia, dyscalculia, and Developmental coordination disorder (DCD), Moderate learning difficulties (MLD),
Social, emotional, and mental health difficulties (SEMH)	Attention deficit and hyperactive disorder (ADHD), Depression, Eating disorders, Attachment disorder, OCD
Sensory and/or physical needs	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 SEND at Tetherdown in Autumn 2021

SEND Planning Tool	Number of pupils
Total number	66
SEND support	58
Education Health and Care Plans (EHCP)	8
No SEND	---
TOTAL	4---

School offer – levels of support



Having **Additional Needs** is not the same as having a **Special Educational Need**

Additional Needs (Universal and targeted tier) might describe the need for further development of a skill that a child finds difficult or requires extra practice to master, when compared to their peers or the need to consolidate or to fill any specific gaps in learning. Support for additional needs can usually be met through High-quality Teaching.

This encompasses:

1. Positive relationships
2. Good pedagogical choices e.g. flexible grouping, metacognition, chunking, scaffolding, visuals & concrete models, pre-teaching, opportunities for consolidation, modelling, using technology etc.
3. Prioritising learning over performance
4. Personalised teaching
5. Effective use of formative assessment
6. Positive and effective adaptation

This can take place in class and/or in the shape of short-term group work focusing on a specific learning gap or skill.

A Special Educational Need Support (Specialist tier) would suggest the need for intensive additional skill intervention, a learning approach adjustment/ long term scaffolding or support, additional and external assessment/diagnosis. If your child is identified as experiencing SEND need they will be formally listed on the Tetherdown SEND Register/census.

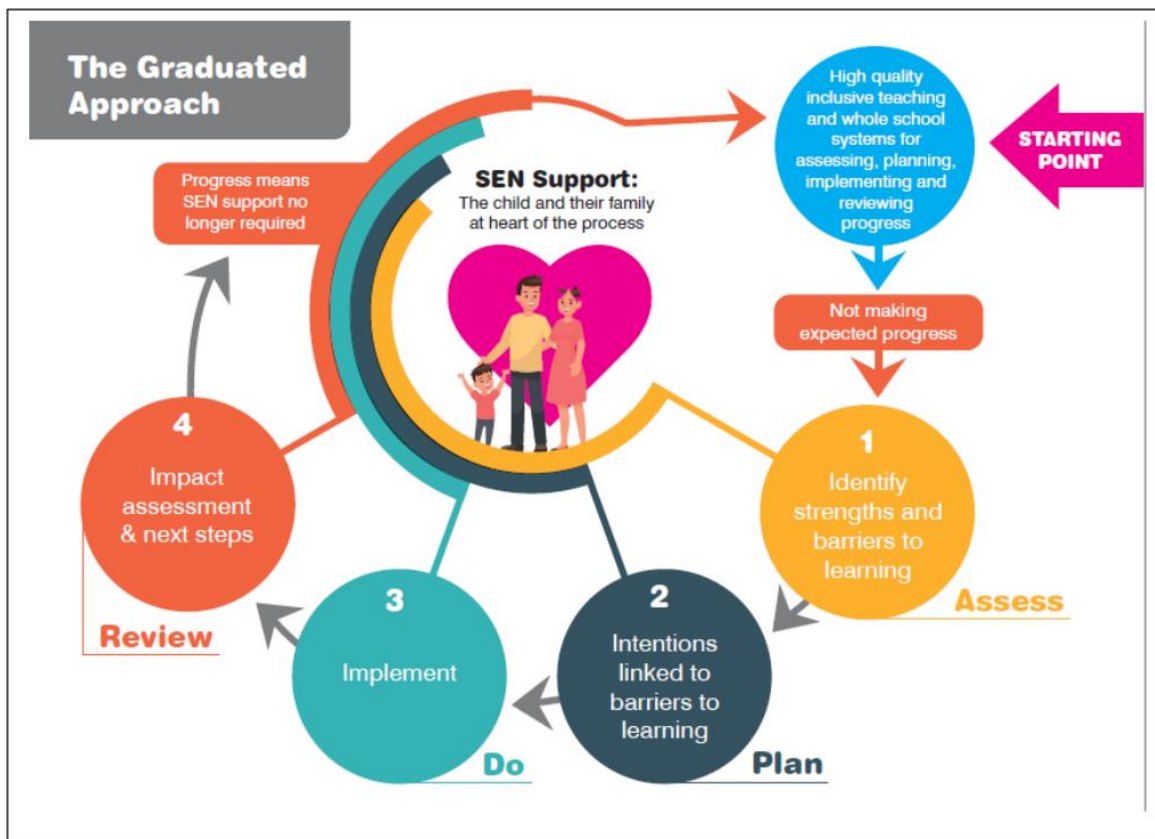
EHCP – Education, Health care Plan - (Specialist tier) – Suggests the needs are complex and lifelong. Often children have several diagnoses and require highly specialised support from outside agencies and at school. These children have an additional budget which is provided through the EHCP by the council. This is reviewed annually.

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)

All our teachers teach children with SEND. All our staff recognise the importance of identifying SEND early and implementing effective provision quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all pupils.

The Graduated Approach Cycle



Identification process within the school for teachers and parents/carers

1. We assess each pupil's skills when they first come to the school. This builds on the information from the child's previous early years' provider or school, where appropriate and through the process of transition meetings. This provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have SEND diagnosed or identified we will work closely with the family and other agencies to make sure we know as much as possible about the child before they start at the school.

Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place (High-quality Teaching). Ensuring high quality teaching is normally available to the whole class is likely to mean that fewer pupils will require additional support. As part of High-quality teaching, teachers will provide:

- **Cognitive strategies** include subject-specific strategies or memorisation techniques such as methods to solve problems in maths.
- **Metacognitive strategies** are what we use to monitor or control our cognition, for example checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.

The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit

instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils. These and Catch-up interventions (timed and targeted) are aimed to closing-the-gap.

If a staff member feels that there is a developmental or learning issue, they can seek informal consultation advice on how to best support the child from the SENDCo.

2. If a child's progress continues to be slower than expected the teacher will work with the child's family and the SENDCo to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances such as a new baby, a move of home, or the death of a relative. Or perhaps because they may have a special educational need.
3. Once a teacher, having implemented appropriate class-based interventions and strategies, suspects that a child has potential Special Educational Need, the class teacher will formally submit their concerns to the SENDCo. This is done by requesting an observation from SENDCo, filling in a SEND CONCERN Form/360° questionnaire or through termly PPR meetings and/or SEND meetings with the SENDCo. The SENDCo will then observe the child in school, look at child's books (Book Look), may further assess the child's main area of need and finally review all information in order to arrange a Formal Consultation meeting, inviting both the class teacher and the parent/carer to discuss the concerns and agree on a course of action.

If a parent or carer has a concern regarding their child's needs, they should arrange to meet with the class teacher to discuss the concerns, in the first instance. Following this, adjustments may be made by the class teacher. If the parent/carer's concerns remain, the class teacher can request to meet the SENDCo (as in point 2). Parents/carers can also request an informal meeting with SENDCo – Open Door meeting with Mrs McMeakin – every term.

4. Our regular assessment and monitoring procedures include pupil progress meetings (PPR meetings) which ensure that children who appear to progress more slowly than their classmates are picked up and monitored by the SENDCo and Deputy Head. We track these children to ensure that their progress improves within a term. If the above professionals identify that no progress is observed by the beginning of the next term, then a meeting is arranged by the Class Teacher to meet with the SENDCo and the parent/carer, for a 'Formal Consultation'.

Who makes the decision on whether a child has SEND?

The school has a moral and legal commitment to the children and will actively seek to support the needs of all children but will always decide in collaboration with parents/carers and professionals. We will meet with parents/carers to decide how to proceed and follow the school procedure with reference to the **SEND Code of Practice** definition. The school may also seek the advice of other professionals to guide our actions.

Professional Judgement

In deciding whether to make special educational provision, the teacher and the SENDCo should consider all the information gathered from within the school about the pupil's progress, alongside national data, and expectations of progress.

When considering if a child needs SEND provision, we consider:

- previous results of targeted support or interventions to close the attainment gap
- length of targeted support

- the pupil's previous progress and attainment (where the above support was being provided)
- the teacher's assessments and experience of the pupil
- the pupil's development in comparison to their peers and national comparative data
- the views and experience of parents
- the pupil's own views
- advice from external support services, where appropriate
- identified area(s) of need
- Diagnostic assessment reports by professionals

What are the school's policies for making provision for pupils with special educational needs?

Most of our pupils with SEND have their needs met through **High-quality teaching**. This will include teachers, using a variety of inclusive resources, knowing the child, offering pedagogical choices, adapting what they do and use a range of personalised learning strategies for different pupils and a range of non-individual interventions normally provided by the school, in class.

If a pupil is identified (through the assessment process above) as having special educational needs, their teacher and SENDCo will consider everything known about the pupil to determine the support needed and whether it can be provided by adapting the classroom offer or whether something different or additional is required. This might include making referrals to other services i.e. Education Psychologist, Speech and Language Service etc.

Where provision for SEND is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action using one of the SEND planning tools we have available. The tools we use are summarised below:

360° Questionnaire: Used by the class teacher to assess the child's needs in class and to identify areas of need.

Record of Concern: In-house form, filled in by class teachers stating their concerns, what has been tried and outcome, conversations with parents and what it is required from SENDCo e.g. class observation, further assessment etc.

Classroom observations – Following teacher's request, SENDCo observes children working either in class, group rooms, hall, and playground. She might look at child's books and talk or listen to child read.

PPR reviews – Pupil Progress Review – this is a termly review cycle, where teachers, deputy head and SENCo meet to review each child's progress. In this holistic discussion, information about children's attainment, behaviour, attendance, and barriers to learn are reviewed. Where appropriate, this professional team decides next steps to support children who may need further assessment or differentiated provision.

Learning Plan: A document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual adaptations used in class to access the curriculum. The Learning Plan is driven by targets: interventions and strategies will be monitored using entry and exit data. This allows us to assess progress, evaluate the provision and set new targets. Targets will be set every term by staff and reviewed with parents every term.

Education, Health, and Care Plan (EHCP)

Where the school has done everything it can to identify, assess and meet the special educational needs of the child and they are still not making progress (from their baseline) and the gap is widening the school or parents may consider requesting a statutory assessment for an Education, Health and Care Plan.

This is a multi-stage process which takes **20 weeks** to complete:

1. Stage 1 - Request for statutory assessment to the council where child resides
2. Stage 2 – if the Request is accepted, council will arrange a statutory assessment of the child
3. Stage 3 - Issue of Education, Health, and Care Plan by the council where the child resides



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

The acceptance of statutory assessment does not guarantee the issue of an EHCP.

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEND provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs and provision they may need
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education, health, and social care provision already in place to meet their needs
- annual additional high needs funding (Banding D-G)

The EHCP includes is a detailed support document. This document is reviewed annually and sets out the Long- erm outcomes for the Key Stage period as well as the special needs provision.

Tetherdown, will then, on a termly basis, meet with parents and all professionals involved in the child’s education, to write a Learning Plan with SMART targets, interventions and activities that everyone supporting the child will put in place to support them.

SEND Annual Cycle

Every pupil in our school has their progress reviewed regularly and this information is shared with both parents and pupils. The SENDCo plans:

- Termly classroom observations
- Termly internal meeting with staff and when possible outside agencies (PPR or SEND meetings)
- Termly meeting with parents to discuss and review children with EHCPs’ and/or other high needs. These are more detailed structured conversations with families around the child’s learning and progress. A very small minority of pupils with SEND will have more frequent reviews e.g. early year children.

Teachers write an End of Year Report for all children at the end of the academic year.

Reviews are usually **led by the class teacher** who holds good knowledge and understanding of the pupil’s needs and attainment. The SENDCo or teacher assistant may also be involved. The SENDCo will support teachers with new cases and/or more complex reviews where outside agencies are involved.

Reviews involve the parents and other professionals where this is appropriate. They are used to:

- discuss what is working well and not working so well – at home and school
- find out if the SEND provision has been delivered as planned
- review the pupil’s progress towards their goals and longer-term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child’s progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority, and other partners.

Reviewing children’s progress

Tetherdown’s SEND provision is mostly based on **reliable evidence** programmes/interventions. We assess children prior and post-delivery of each intervention in order to monitor their progress. Nevertheless, we also use soft data e.g. attendance, punctuality, home-learning, recent events in a child/family’s life etc. The outcome of each intervention is recorded into the children’s Learning Plan (LP) and shared with parents during LP review meetings. Children’s attainment is tracked termly and can be shared with parents during LP review meetings, during parent consultations and at the end of Key stage years (Year 2 and 6).

We use a range of different assessment tools and systems to help identify and assess pupils with SEND. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEND and match interventions to the needs of pupils. They are summarised in the diagram below:



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

High-quality Teaching — Every class teacher is involved in planning, monitoring, and providing support for pupils within their class including children with SEND, to ensure that all children are able to make progress. However, for a very small minority of children, it may not be possible for them to access a particular aspect of the mainstream curriculum. This might be due to a specific learning need or because the child is at risk of becoming significantly discouraged by the continued attempts of grasping a concept. In this situation, specialised provision may need to be provided to ensure that the child continues to engage in a positive learning experience that develops the core underlying skills. (Attachment 1 — Whole school provision map)

For a small minority of children (2%) with severe or complex learning difficulties, access to a mainstream curriculum may be entirely inappropriate. These children will be supported to engage with a 'personalised curriculum' that takes into account the child's learning approaches and developmental needs.

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.

We work closely with families and partners to identify what disabled children and young people might need before they start with us, and what adjustments we might need to be make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, in order to access additional resources and support.

This may also involve working with outside partners. For example, we might need to:

- Provide additional visual resources to support learning
- Request further assessments and advice from specialists/services
- Use assistive technology – e.g. dictate function and immersive reader
- Rearrange the layout of the classroom
- Create a quiet area in the school
- Purchase and implement specialist IT software
- Access to evidence-based interventions

In considering what adaptations we need to make the SENDCo will work with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Special Arrangements during assessment times:

Tetherdown School provides additional support for pupils with SEND to be able to access end of key stage assessments when needed, for example, additional time, prompting, time-breaks, adults permitted to read for Maths and Writing assessments, scribes or enlarged print for the visually impaired etc.

We follow the Standards and Testing Agency guidelines that are issued every year — “Key Stage 2 Access Arrangements guidance”

Key Stage 2 tests – Yr. 6 — [2024 key stage 2 access arrangements guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/121212/2024-key-stage-2-access-arrangements-guidance.pdf)

Phonics Screen – Yr. 1 - Access Arrangements – From page 12-14 [2023 Phonics screening check administration guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/121212/2023-phonics-screening-check-administration-guidance.pdf)

Multiplication Tables Check – Yr. 4 — Access Arrangements – From page 10-12 [2023 Multiplications Tables Check administration guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/121212/2023-multiplications-tables-check-administration-guidance.pdf)

Medical Needs

We are able to support pupils with the administration of medication were recommended by health professionals. (See Tetherdown Primary school policy “Supporting children with Medical Needs” policy (on the school website)– and Governmental policy “Supporting children at school with medical conditions”) <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?

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEND. At Tetherdown School, in line with our vision statement, “Where happy children are inspired to be the best they can be” we believe in a culture within the school that values all pupils. We seek to be a model of acceptance, justice, tolerance, forgiveness and understanding, notable for our quality of care.

Tetherdown has a variety of tools and resources to support SEMH

- Zones of regulation
- Relationships ethos
- De-escalation techniques
- School counselling
- Trailblazers
- CAMHs

With the child at the centre of the learning process, we implement teaching by giving equal consideration to:

- Showing concern and respect for all pupils, staff and parents.
- Promote British Values
- Preparing pupils for entry into the wider community.
- Providing equality of access to the national curriculum.
- Providing a curriculum that challenges and extends the child's whole moral, spiritual, artistic and intellectual abilities.
- Celebrating and respecting all ethnicities in the school.

We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. (See Behaviour and Anti-Bullying Policy)

For children with more complex problems, **additional in-school** interventions may include:

- Advice and support the teacher - to help them manage the pupil's SEMH needs within the classroom, considering the needs of the whole class
- Small group sessions - to promote positive wellbeing, social development, and self-esteem
- To support pupils during transition periods, break times
- Therapeutic work with the pupil/family, delivered by specialists (within or beyond the school).

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

SEND Code of practice

Special education provision is underpinned by high quality teaching and compromised by anything less

First response to ensuring pupils with SEN make progress should be high quality teaching targeted at their areas of weakness.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialized staff.

Teacher should remain responsible for working with pupils with SEN daily-basis

The quality of teaching is the **most important** factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need. We review the effectiveness of our SEND provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met (LP meetings/SEND meetings or/and Pupil Progress Review - PPR- meetings). We use data monitoring processes to collate, review and monitor individual attainment and progress of SEND pupils through the system.

Where professionals from health or social services are involved with the child, we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

The teachers work with the SENDCo, the parents and the child to make sure any SEND support is adapted or replaced by another approach if it is not being effective.

1. SENDCo meets monthly with Headteacher

2. SENDCo meets termly with staff members and outside providers e.g. speech and language therapist
3. SENDCo observes children on a termly basis
4. SENDCo, Deputy Head and teachers meet termly to review pupils progress – PPRs
5. SENDCo meets with SNA (special Needs Assistants) twice termly
6. SENDCo meets with all class teachers termly to review SEND and discuss new concerns
7. EHCP Learning Plans are reviewed and issued termly
8. SENDCo and or teachers meets termly with parents of children with a Learning plan
9. SENDCo meets termly with SEN Governor
10. SENDCo supports and advises Support Staff performance management + observation cycle
11. SENDCo is involved in the recruitment o and deployment of supporting staff
12. SEND Cycle – see appendix A
13. SENDCo evaluates School SEND provision data on an annual basis.
14. We ensure that through our Continuing Professional Development programme all staff will acquire sufficient skills and knowledge to deliver the interventions that pupils need.
15. School leaders and teaching staff, including the SENDCO, identify any patterns in the identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

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 monitor

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:

- The teaching and monitoring of all their pupils and identifying and reporting any concerns about SEND to the SENDCO/Teaching and Learning Manager
- Planning and delivering differentiated provision for all pupils with identified SEND.
- Planning with learning support assistants, teaching assistants to ensure quality provision for pupils with SEND focussed on outcomes.
- These should be additional to or different from those provided as part of the school's usual differentiated curriculum.
- Reviewing the effectiveness of the intervention (with TAs/SNAs and SENDCo's support) in securing progress to inform the next steps in a graduated approach for support.
- To support children's wellbeing.
- To inform parents of concerns and the interventions that are proposed and involving them in any reviews of their child's progress.
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment.
- completing SEND documentation in accordance with the SEND Code of Practice and liaising with the SENDCo Manager, parents and pupils.
- Collaborating with the SENDCo to match classroom provision to the specific needs of the pupil.
- As part of the graduated approach to collaborate with outside specialists and work with the advice of the specialists to plan outcomes and provision.
- Regularly reviewing the support provided by staff and the impact on the progress of SEND pupils.
- Ensuring they follow the SEND policy closely

The role of the Special Needs Assistant/Teaching Assistant

They are responsible for the following:

- Working closely with class teacher and parents in planning and delivering differentiated provision
- Collecting and providing feedback on evidence of progress through observations both formal and informal.
- Alerting the class teacher to concerns which have been observed through close working with the pupils.
- Tracking progress towards outcomes set by a class teacher for specific SEND pupils.
- Providing effective feedback to the teacher and SENDCo on interventions (Pre & Post assessments data).
- Collaborating with the Teachers and SENDCo to match classroom provision to the specific needs of the pupil.
- Deliver specialised interventions with the support of SENDCo or other professionals.
- Delivering 1:1 and small group support when necessary.
- Contributing to progress reviews (Learning Plans) or annual reviews.
- Reviewing targets and SEND documentation (with teachers or SENDCo's support) e.g. LPs

- The SENDCo, Deputy Heads, Phase leaders and Class teachers are responsible for the timetabling and directed workload of the additional staff.

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

Designated members of staff are trained in:

<p>Cognition and Learning Specific Learning Difficulties e.g. ADHD + Dyslexia</p> <p>Memory</p>	<p>Read Write Inc. Fast Track ReadingWise Inference training Bespoke SpLD programmes Bespoke SpLD reading schemes Precision Teaching Accelerate/Accelewrite WordShark Catch-up Numeracy Catch-up Literacy</p> <p>Turnabout Memory Magic General Wave 2 strategies</p>
<p>Communication & Interaction</p> <p>ASC</p>	<p>Question Blank Levels Talk Boost intervention Time to talk Communication Cookbook Oral to Narrative intervention Speaking and listening through narrative Access to Haringey speech and language therapist/service ELKLAN Language for Thinking Makaton + Communication Board Yellow Door</p> <p>Attention Autism – bucket activities – Gina Davies Language for Behaviour and emotions One Page Profile Lego Therapy Conversation Train + Our brains are like computers All About Me work (YR6 only) PECs TEACCH approach SCERTs Haringey LAST Service (Language and Autism service)</p>
<p>Social, emotional and Mental Health</p>	<p>Alex Kelly – Talkabout for children Talking About series – BlackSheep Press Circle of Friends Language for Behaviour and Emotions Socially Speaking 1:1 check-in Autism – Anxiety and obsessions General behaviour strategies – Scripted conversations Access to School Counsellor once a week</p>

	<p>Zones of Regulation Peer Mentors – Emotion Coaching Anne-Freud – wellbeing Toolkit Anchor Project approach and resources _ resilience indicator Haringey Learning Partnership Secondary Transfer programmes</p>
<p>Physical needs</p>	<p>Handwriting - Nelson cursive writing Handwriting groups + Thera putty + Thera bands Handwriting books (Yr1-Yr3 + SEND across school) Haringey Occupational Therapy service Liaison with Private Occupational Therapists Variety of high-quality teaching resources e.g. wobble cushions, variety of pencil grips, Thera-band, Thera-putty Movement breaks Sensory breakout areas Touch typing programmes – BBC Dance Mat; Typing Club</p>
<p>Sensory Needs</p>	<p>Personalised sensory diets Weighted blankets Chewlery Interoception awareness and 1:1 support Self-regulation strategies – personalised Zone of Regulation Toolbox Physical breaks – How is your engine running? Attendance 1:1 OT (Occupational Therapy) sessions</p>
<p>Medical Needs</p>	<p>We have Asthma Friendly status since April 2021 Teaching staff is First Aid trained All staff is annually trained in using an Epi-pen - provided by school nurse All staff has annual Epilepsy training – provided by school nurse According to age group they work with, SMSAs, TAs and Welfare officer have either Paediatric First aid or First Aid training. Key staff, supporting specific medical needs, will receive training provided by NHS agency/hospital</p>
<p>Individual teachers and support staff attend training courses relevant to the specific needs of children in their class.</p>	

What equipment and facilities are available to support pupils with SEND?

Tetherdown Primary School is set on one site comprising of a Victorian and modern building connected by the Hub – glass structure housing the lift and central staircases.

Equipment available in our school for specific pupils to access at specific times includes:

- communication books (home/schoolbooks)
- devices for additional recording e.g. cameras, iPads
- Microsoft 365 – immersive reader and dictate function
- Audio books – individual Audible Apps
- SEND software e.g. “Widgit Online”, Autism Education Trust, NASEN
- visual and personalised timetables

- Quiet areas/think sheets
- workstations
- reading rulers, privacy boards, noise reducing headphones, wobble cushions, variety of pencil grips

We are happy to consider purchasing other equipment if there is an agreed identified need.

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 written feedback on the Learning Plan
- 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 with peri-pathetic professionals and outside agencies e.g. Speech and language therapist

If your child has an Education, Health and Care Plan we will discuss their progress with you every term and a formal, annual review with you and your child (Y6s) . If we think your child needs significant amounts of extra support, we will always discuss this with you and, where appropriate, a meeting with the parents and the people supporting your child can be arranged. Where required we will arrange interpreters to enable parents to fully participate in formal meetings.

In extreme, rare cases, mainstream education might not offer the best SEND provision for a child. Further options will be discussed with parents and local authority SEND advisers in order to find a more suitable, specialised placement.

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

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is extremely important in our school. All children are consulted about their learning and how they feel about their progress through teacher/child conferencing. Where pupils have SEND, we will take extra care to involve them and enable their voice to be heard. Their involvement will be sensitively tailored to take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon
- giving them time to prepare for discussions
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

We ensure that pupils with SEND are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- school council
- Rate yourself sheets – termly (in class)
- annual pupil survey
- assemblies

- children with an EHC Plan complete a pupil's feedback form

Children's Voice

Effective planning should help parents, children and young people express their needs, wishes and goals and should:

- Focus on the child or young person as an individual, not their SEN label;
- Put children and young people at the centre of planning and decisions that affect them
- Help children learn how to express their views, how to choose and how to listen
- Highlight the child or young person's strengths and capacities;
- Show children and young people that they are listened to, respected, and valued and cared for – that they belong
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon;
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future;
- Tailor support to the needs of the individual;
- Bring people together – both to celebrate successes, and also to address difficulties with honesty and care
- Help adults get to know the children and young people they work with, and give insight into the impact they are having on children and young people
- Make plans that build towards meaningful outcomes for children and young people and their families

The views of the individual child / pupil sit at the heart of the SEND assessment and planning and review process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include pupils with SEND in planning how best to support them, and in reviewing their progress. This may include the use of questionnaires, story boards or symbols.

In preparation for Annual Reviews of an EHCP, **the Person centred planning** aims to put children and young people at the centre of planning and decisions that affect them. When children are meaningfully involved, this can change their attitude, behaviour and learning and make them active partners who work with adults to bring about change.

At times, we recognise that some children's level of involvement will be limited. We also understand that this involvement may be confusing and stressful for some children and appreciate the need not to overburden them. If appropriate, children are invited to the SEND support plan review meeting to share their views and celebrate their successes. If this is not deemed suitable, the outcomes of the meeting will be shared with the child at a more appropriate time.

All pupils with SEND have specific goals and outcomes and they form part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their support.

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).

How does the school involve others in meeting the needs of pupils with SEND and in supporting the families of such pupils?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from specialists from outside agencies such as:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Social or family support workers

We always involve parents in the decision to involve specialists but do not require expressed permission.

The SENDCo is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- is part of the recruiting team when employing support staff
- help us train staff
- get more specialised advice
- support carrying out assessments
- ask for a service to be delivered
- setting programmes for implementation at school
- review progress and plan provision
- review policies and procedures

The main agencies used by the school are shown in Appendix 1.

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

The Parent Partnership Service – Markfield Together for Inclusion

Gives free impartial information, advice and guidance about services for children, young people and families.

Email: enquiries@markfield.org.uk

Website: www.markfield.org.uk

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 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 groups/ forms/ classes in school	<ul style="list-style-type: none"> • Transition meetings are held within school with the new class teacher. • Work with child to prepare for the next class through: Transition books, transition programme, visual supports and visits to the next setting.
Primary to secondary transition	<ul style="list-style-type: none"> • 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 • 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