

## Working with parents

Parents are welcome to make an appointment and meet SENDCo.

Other meeting times:

**Learning Plan review meetings:** (around the 5<sup>th</sup> week of each term) SENDCo chairs these reviews most Learning Plans. Teachers are also chairing and responsible for these reviews. All Parents are offered either a face-to-face, Teams or phone call appointment each term.

**SEND Open Door:** Once a term we invite parents to meet the SENDCo; an optional self-booking session on the same day of Parents' Evening. Appointments are made via School Interviews platform (this is emailed to parents nearer the time)

## Governor scrutiny of SEND

The SENDCo reports to the Governor responsible for SEND on a termly basis

1. Analysis of pupil/groups/class needs/Services & Staff
2. Audit of progress e.g. interventions' data
3. Update on training programmes and any new initiatives

## Monthly SEND meetings with Head teacher

Mrs McMeakin and Mr Woodward meet monthly to discuss SEND issues and plan strategically.

## Support through school life

\* In Reception classes, pupils are observed and assessed according to the "Foundation Stage Profile" as set out by DfE. SENDCo advice sought for concerns.

\* By the end of the Summer term, children in Year1 will sit their 1<sup>st</sup> compulsory assessment "Phonics Check".

\* Pupils in year 1, who do not meeting the national expectation in Phonics Check will be re-tested in Year. 2.

\* Year 4 children sit for the Multiplication Tables Check—summer term

\* Pupils in Year 2 and 6 take End of Key stage Tests

All other year groups use on-going teacher assessment (formative assessment)

\* SENDCo has a cycle of observations (once per term) based on concerns raised by either teacher or parents

\*Pupil Progress Reviews (once per term) also highlight and support children with SEND

## Handover & Transition

### Pre-Reception

\* A visit will be made to the relevant nursery or educational establishment. The visit will usually include the Reception teacher and respective Nursery Nurse, SENDCo and any other relevant professionals.

\* On the 3<sup>rd</sup> week of school (September) SENDCo meets with every teacher and discuss SEND cases and other concerns.

\* Staff meet with SENDCo on termly basis to discuss SEND provision, children's progress and review the best ways to support pupils, and to learn new skills.

\*Staff meet in July: teaching team (teacher, TA/SNA) meets with the following year professionals.

\* Class Inclusion folders are passed on to the next teacher.

\*Assessment and tracking files are transferred to, and discussed with, each new teacher.

### Year 6 to secondary

A two/three day transition programme with Fortismere, our local secondary school.

Throughout Year 6, children with SEND attend an in-school

*Secondary Transition Programme* (delivered by TAs)

SENDCo and/or Year. 6 teachers will meet SEND Officer or SENDCo of the relevant secondary school.

All SEND records are forwarded to the relevant secondary school.

## Budget

The Additional Educational Needs (AEN) budget is given to each school on formula basis. This is to support all children with SEND (EHCP & SEN support level)

Pupils with an EHC Plan (Education and Healthcare Plans) have their individual budget. This is mainly funded by the school and partially funded by Haringey (High needs Top-up).

The school employs a number of Special Needs Assistants (SNAs) to support children with an EHCP. Teacher Assistants (TAs) and SNAs deliver part of SEND Provision. TAs are funded from the school's main budget and AEN budget.

## SEN Provision: below is a snapshot of the interventions available to pupils with SEND

Catch-up Numeracy - Yr. 2 upwards 10 weeks
Catch-up Literacy - Yr.2 upwards 10 weeks
Accelerated-Accelerate Spelling—10 weeks
Secondary transfer - 5 hours per term (1 hr per session)
Lego Therapy - Social communications skills intervention 1 x week (1 hr per session) - whole year
Alex Kelly - social and emotional intervention 45 mins per week—whole year
Memory Magic - memory strategies 10 weeks intervention
Talk Boost KS1—Language intervention (Reception & KS1) -Spring/Summer
Counselling service 45 mins per week Provided by Child in Time
Attention Autism 10 mins x 3 week

## Training to support Special Educational Needs & Disability

Staff receive regular training designed to help them support the needs of the children.

SNAs, TAs and Nursery Nurses meet fortnightly with Mrs McMeakin. This training takes place in school, provided by SENDCo or by other professionals or outside school e.g. Haringey Education Partnership.

# Pupil Support and Progress 2022

## Tetherdown Primary School

This leaflet aims to explain the graduated approach to Special Educational Needs Disability (SEND) in school.

At Tetherdown, each child is respected and valued as an individual.

*All teachers are teachers of SEND*

SENDCo/Inclusion Manager: Mrs McMeakin



## Definition of Special Educational Needs (SEND)\*

"A child or young person has SEND if they have a learning difficulty which calls for special educational provision to be made for him/her.

Children have a learning difficulty or disability if they:

- 1) Have a **significantly greater** difficulty in learning than the (majority) of children of the same age; or
- 2) Have a difficulty which prevents or hinders them from making use of educational facilities of a kind generally provided for (children) of the same age in school."

It is recognised that 16% of the school population in Haringey have SEND.

## Tetherdown demographics:

At Tetherdown we have 17% children with SEND of which 2% have an EHCP and 15% are pupils with SEN support.

These percentages are above the national average.

**Mrs McMeakin is a member of the Senior Management Team at Tetherdown**

## Supporting pupils' learning

We aim to support children so as to meet their individual needs. Children develop at different rates. Some children may, at one time or another, have some form of additional need that will require extra support. The school phases this support according to need and statutory requirements.

## Diagnosis and SEND Provision

The decision regarding whether a pupil has SEND Support and therefore access to SEND provision is not related to a diagnosis e.g. dyslexia, but rather to the impact the impairment has on their day to day functioning in the classroom.

For example, a child may have autism and not meet specific criteria to access SEND Provision because his/her needs are covered by Universal Provision and targeted through High Quality Teaching (HQT—strategies in the classroom)

## Concerns

Concerns can be raised by either parents or staff. Concerns can manifest in different areas of development: emotional, physical or cognitive (learning)

- In school, we fill in a 360° assessment form and a *Record of Concern* in order to prepare a conversation with the SENDCo.
- Teachers and parents may convene extra meetings to discuss arising concerns.
- Parents may organise a meeting with the SENDCo to discuss their concerns—SEND Open door sessions.

## What we do each term

Teachers informally assess/observe pupils on a daily basis, to observe if they have understood the lesson objectives ( formative assessment)

\* When teachers mark and observe children's learning they are looking for areas they may need extra help with, or if they are ready for further challenge.

In the Reception year, staff have a system by which regular observations are made to ensure pupils progress according to the required stages of learning.

\* Pupils' progress is tracked through daily observations, and termly in-house assessments.

\* On a termly basis, Deputy Head and SENDCo chair the Pupil Progress Reviews (PPRs) which are held with class teachers

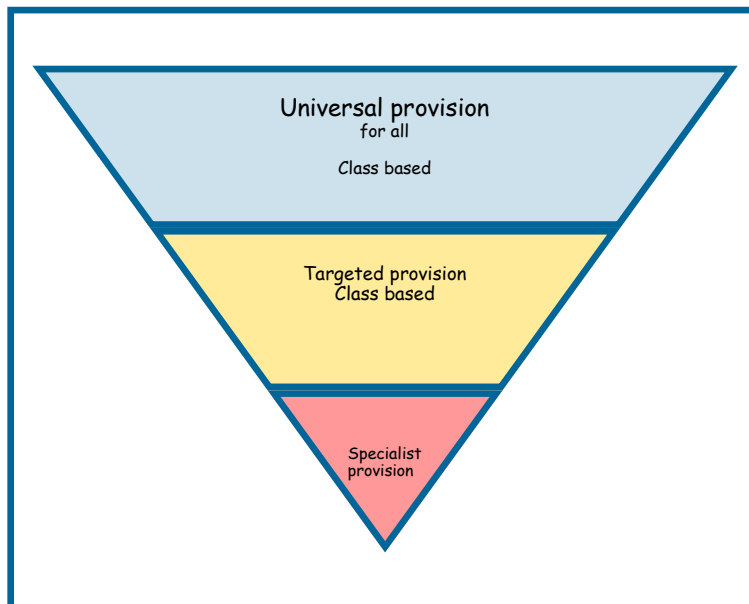
\* SENDCo has a termly rota to observe children with SEND in their classes/ groups.

\* Teachers, SNAs (Special Needs Assistants) and TAs meet SENDCo to review Learning Plans (in-house meeting)

\* Parents are invited to review their child's Learning Plan on a termly basis

\* We hold three parent consultations per year where the SENDCo is also available to discuss any concerns with parents (SEND Open-Door)

\* SENDCo hold annual transition meetings with secondary schools and nurseries to support a smooth transition



## Universal Provision

Describes quality inclusive teaching (HQT—High Quality Teaching) which takes in account the learning needs of all children in the classroom. This includes providing adapted work and creating an inclusive learning environment enabling children with special needs to learn inclusively and meaningfully, alongside their peers.

## Targeted Provision

Describes specific, additional and time-limited, evidence based, interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. These interventions are often targeted at a group with similar needs and are time limited. Children in receipt of these will have either a Monitoring Plan or Learning Plan.

## Specialist Provision

Describes targeted provision for a minority of children where it is necessary to provide highly tailored, evidence based, time limited intervention to accelerate progress or enable children to achieve their potential. This may include specialist input e.g. speech and language therapist.

Pupil's response to these interventions will provide the teacher with an indication of how significant the SEND is likely to be and will inform next steps/planning.

This support is provided by SNA (special Needs Assistant), SENDCo or other peri-pathetic professionals e.g. Occupational Therapist  
Children receiving these provision have a Learning Plan (LP)

## There are 4 areas of Need in the SEND Code Of Practice

- A. Cognition and Learning Needs
- B. Behaviour, emotional & social development Needs
- C. Communication and Interaction Needs
- D. Sensory and/or Physical Needs

## SEND - Graduated approach

### Special Educational Needs Provision means:

"For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area."

Where a pupil is identified as having SEND, we will action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle: **Assess-Plan-Do-Review**.

### SEN Support (Learning Plan)

This is implemented if the attainment gap between the child and their peers is widening despite targeted support being given for at least a year OR the child's behaviour or emotional difficulties regularly interfere with his/her learning or that of other children. Broadly speaking, a child has been diagnosed having a condition which interferes with their learning. Having a diagnosis does not warrant SEN Support/provision.

- ◆ Parents meet with teacher and SENDCo (Special Educational Needs Coordinator)
- ◆ Targets are set and SEND provision is agreed.
- ◆ A Learning Plan is put in place.
- ◆ Evidence-based, timed and highly individualised support provided by the school and if necessary by outside agencies e.g. Speech and Language therapy.
- ◆ Learning Plan is reviewed on a termly basis with parents, teacher and SENDCo (in Autumn Term)

### EHC Plan —Educational, Health and Care Plan

Haringey Council have strict guidelines for agreeing EHC plan. These are for those children with severe, complex and long-term disabilities (1% of population) – on average these are children that are performing at a level 4 years behind their peers in basic skills.

The type and amount of support for each of these children is specified in their EHC Plan as well as clear educational objectives.

The first £6,000 of funding comes from the school AEN budget the difference between this amount and the EHC Plan allowance is provided by Haringey Council.

Pupils with an EHCP are entitled to:

- \* Termly meetings with all professionals involved
- \* LPs reviewed termly
- \* Individual/group support from SNAs—Special Needs Assistants
- \* Annual reviews
- \* Liaison with outside agencies
- \* Home/school diary to allow communication between parents & school.

For more detailed information about SEND at Tetherdown please go to our website, click on "Teaching & Learning"> SEND> SEND Information Report