

High Quality Teaching (HQT) provision underpins inclusion learning for all children

Examples of High Quality teaching resources in our classes



Noise cancelation headphones



Wobble cushions



Timers



Therabands



Reading ruler



Privacy boards



Variety of pencil grips

And more!

Teachers also use a variety of HQT techniques such as

Behaviour management, chunking information, modelling, pace, questioning flexible groups, scaffolding, meta-cognition, explicit instruction, technology, manipulatives and more!

SEND and Targeted Provision examples available at Tetherdown

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.

Hands on Maths - Yr. 1- Yr.3 10 weeks
Talk Boost KS1—Language intervention 10 week programme
Accelerad-Acclewrite Spelling—From Y3—10 weeks
Secondary transfer - Y6 Summer term (8 weeks)
Lego Therapy - Social communications skills intervention 10 week programme
Alex Kelly - social and emotional intervention 45 mins per week—whole year
Memory Magic - memory strategies 10 week intervention
Attention Autism 10 mins x 3 week
1:1 Phonics - From Y1 onwards — 10 mins per day
Counselling service 45 mins per week Provided by Child in Time up to 10 week support

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. Speech & Language Service

Special Needs Support 2024-25

Tetherdown Primary School

All teachers are teachers of
SEND



Special Needs Coordinator - SENDCo/
Inclusion Lead

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

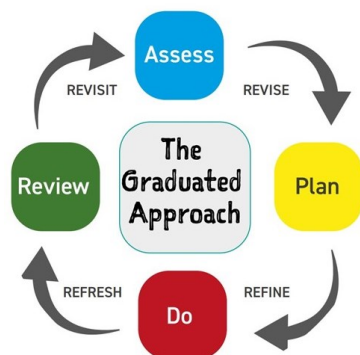
2) Have a difficulty which prevents or hinders them from making use of educational facilities of a kind generally provided for (children) of the same age in school."

It is recognised that 17.3 % of the school population in Haringey have SEND.

Tetherdown demographics:

At Tetherdown we have 15.6% children with SEND of which 1.5% have an ECHP

What we do each term



1. We have Pupil Progress Reviews (PPRs) which are held with class teachers

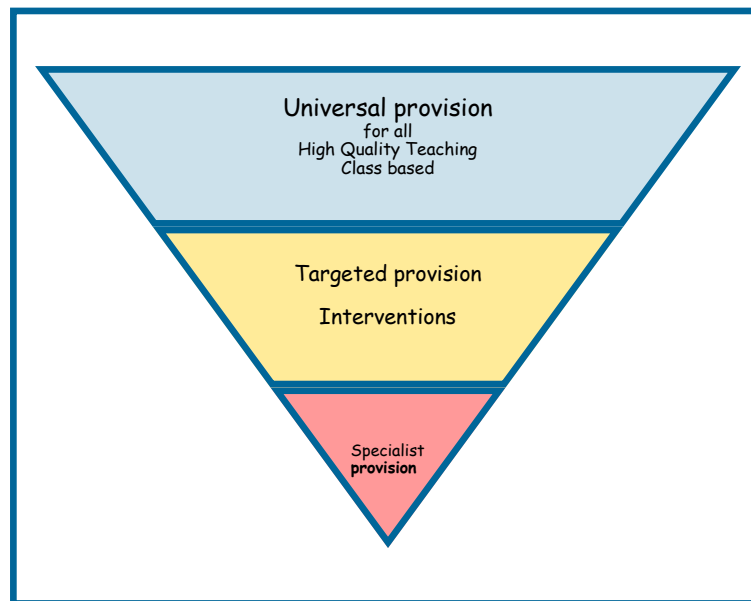
2. SENDCo observes children with SEND in their classes/ groups.

3. Teachers, SNAs (Special Needs Assistants) and Teaching Assistants (Tas) also meet SENDCo to plan, assess and review Learning Plans (in-house meeting).

4. Learning Plan reviews with parents of children with EHCPs

5. SEND Open-Door meetings (same days as Parent Consultations) , plus an extra Open Door day in the Summer term

Summer term: SENDCo holds 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 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 (1.5%) 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.

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

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.— **Specialist Provision**"

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

Special Needs provision is underpinned by **High Quality Teaching** and compromised by anything else.

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**. (see opposite)

SEN Support—Learning Plan (LP)

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.
- ◆ Teachers review Learning Plan twice a year with parents.

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 (2% 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 Additional Education Needs budget the difference between this amount and the EHC Plan allowance is provided by Haringey Council. Pupils with an EHCP are entitled to:

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