

Working with parents

Parents are welcome to make an appointment and meet with the head/deputy and SENCo.

Other meeting times:

Learning Plan review meetings: (around the 5th week of each term) SENCo chairs these reviews with all parents once per year (Autumn Term) Spring and Summer term review meetings are shared between class teachers and SENCo

SEN Open Door: Once a term we invite parents to meet the SENCo; an optional drop-in at Parents' Evening. Appointments are made through the office.

Governor scrutiny of SEN

The SENCo reports to the Governor responsible for SEN 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

Support through school life

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

* By the end of the Summer term, children in Yr1 will sit their 1st compulsory assessment "Phonics Test".

* Pupils in year 1, who did not meeting the national expectation in Phonics Test will be re-tested in Yr. 2.

* Pupils in year 2 and 6 take SATs (End of Key stage Tests)

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

Handover

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, SENCo and any other relevant professionals.

* On the 3rd week of school (September) SENCo meets with every teacher and discuss SEN cases and other concerns.

* Staff are released from class to meet with SENCo on termly basis to discuss SEN provision, children's progress and review the best ways to support pupils, and to learn new skills.

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

* Class SEN 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 SEN attend an in-school *Secondary Transition Programme* (delivered by TAs)

* SENCo and/or Yr. 6 teachers will meet SEN Officer or SENCo of the relevant secondary school.

* All SEN records are forwarded to the relevant secondary

Budget

Major changes to our SEN budget took place in April 2015.

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

On average we have 1% of children with an EHCP and 10% on SEN Support.

Pupils with an EHC Plan (Education and Healthcare Plans) have their own budget. These are mainly funded by the school and partially funded by Haringey (Top-up).

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

SEN Provision: programmes available to pupils on SEN support (with a Learning Plan)

Catch Up Literacy - reading intervention 10 weeks
Catch-up Numeracy - KS1 + 2 - 10 weeks
Oral to written Narrative - KS2— Language intervention 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
Turnabout - Visual and auditory memory 10 weeks
Catch -Up Numeracy 10 weeks
Talk Boost KS1—Language intervention (Reception & KS1)
Counselling— 1 hour per week

Pupil Support and Progress 2019

Tetherdown Primary School

This leaflet aims to explain the graduated approach to Special Educational Needs (SEN) in school. At Tetherdown, each child is respected and valued as an individual.

All teachers are SEN teachers.



Definition of Special Educational Needs (SEN)*

"A child or young person has SEN 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 13% of population in Haringey have SEN.

*From Department for Education

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 support according to need and statutory requirements.

Diagnosis and SEN Provision

The decision regarding whether a pupil has SEN Support and therefore access to SEN provision is not related to a diagnoses 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 access SEN Provision because his/her needs are covered by Wave 1 and 2 inclusive strategies in the classroom.

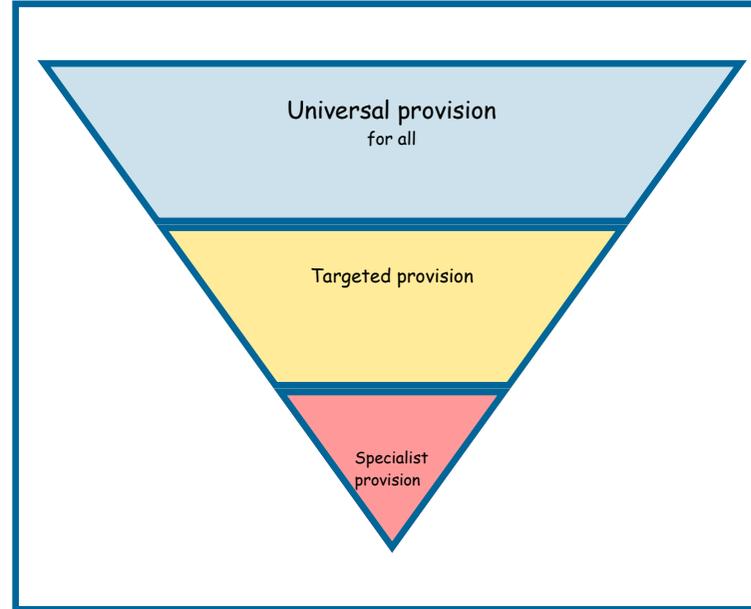
Concerns

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 SENCo.
- Teachers and parents can convene extra meetings to discuss arising concerns .
- Parents can organise meeting with SENCo to discuss their concerns—SEN 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 "InfoMentor" software. This is updated by class teachers on a regular basis.
- * On a termly basis, Assistant head and SENCo chair the Pupil Progress Reviews (PPRs) which are held with class teachers
- * SENCo has a termly rota to observe children with SEN in their classes/ groups.
- * Teachers, SNAs (Special Needs Assistants) and TAs meet SENCo to review Learning Plans (in-house meeting)
- * Parents are invited to review their child's Learning Plan on a termly basis
- * We hold two parent consultations per year—autumn and spring terms—where the SENCo is also available to discuss any concerns with parents (Open-Door)



Wave 1— Universal

Describes quality inclusive teaching which takes in account the learning needs of all children in the classroom. This includes providing differentiated work and creating an inclusive learning environment enabling children with special needs to learn inclusively and meaningfully, alongside their peers.

Wave 2—Targeted

Describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group with similar needs and time limited.

Wave 3—specialist

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 interventions. The pupil's response to the intervention will provide the teacher with an indication of how significant the SEND is likely to be.

This support is provided by SNA (special Needs Assistant) , TA (Teaching Assistant, SENCo or other peri-pathetic professionals e.g. Occupational Therapist
Children receiving Wave 3 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
- E. Other e.g. Medical Needs

SEN - Graduated approach—Wave 3

Special Educational 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 SEN, we will action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle: Assess-Plan-Do-Review.

SEN Support (Wave 3 provision = 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 SENCo (Special Educational Needs Coordinator)
- ◆ Targets are set and SEN 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 SENCo (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. 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.