

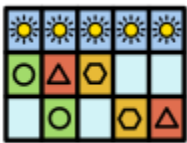
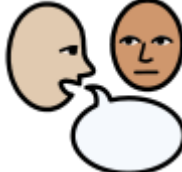
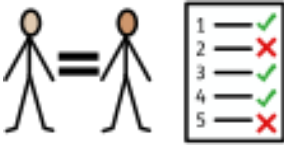
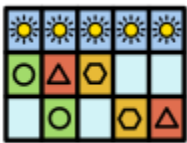
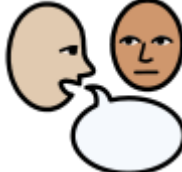
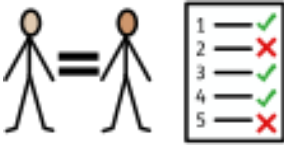
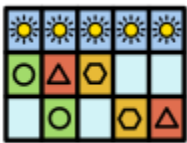
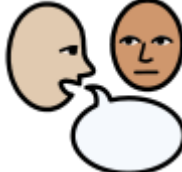
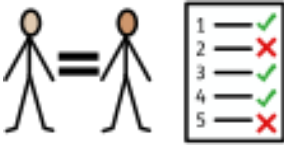


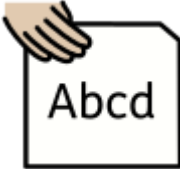
Tetney Primary School

SEND Information Report

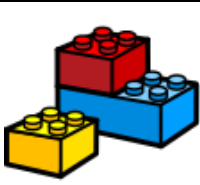
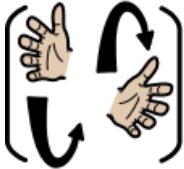
2024 – 2025

Our School	Our School Vision At Tetney Primary School, the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners and for them to develop a love of learning. We aim to encourage them to explore opportunities outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development. <u>September 2024 Information</u> Tetney Primary currently has 127 children on role (September 2024) There are currently 20 children on SEND register with a range of needs. 5 children that have an EHCP (4%).								
 Meet our SENDCO	The SENDCO is Becki Ashley-Irving and Jody Waddingham is Assistant SENDCO. If you would like to contact us, please e-mail school on admin@tetney.lincs.sch.uk.								
 Special Educational Needs	At Tetney Primary School we support children with a variety of differing special educational needs, we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference. SEND is categorised into the following areas in the SEN code of practise 2014: <table border="1" data-bbox="541 1205 1453 1727"> <tbody> <tr> <td data-bbox="541 1205 849 1339"></td><td data-bbox="849 1205 1453 1339">Cognition and Learning</td></tr> <tr> <td data-bbox="541 1339 849 1473"></td><td data-bbox="849 1339 1453 1473">Communication and Interaction</td></tr> <tr> <td data-bbox="541 1473 849 1597"></td><td data-bbox="849 1473 1453 1597">Social, Emotional and Mental Health</td></tr> <tr> <td data-bbox="541 1597 849 1727"></td><td data-bbox="849 1597 1453 1727">Sensory and Physical</td></tr> </tbody> </table>		Cognition and Learning		Communication and Interaction		Social, Emotional and Mental Health		Sensory and Physical
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 Identifying and Assessing Need	At Tetney Primary School we work closely as a team. If staff have a concern about a child, they fill in an Initial Concern form and discuss concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'. After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.								

	Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can. Staff can access the Quality First Teaching Guidance (September 2024) to help support children’s learning within the classroom. Review Teachers continually review pupil progress and how effective the support has been. Assess Identify pupil strengths and needs to inform effective planning and appropriate provision. Plan Use assessment information and views to plan teaching approaches. Do Implement the support and gain a greater understanding of how the pupil learns.  Pupil and School Support												
 Our approach to teaching children with SEND	We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups. Teachers adapt their high-quality teaching to cater for their pupils’ needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support. We use the EEF guidance ‘Five-a-day’ and embed the key principles into all our lessons. The ‘Five-a-day’ principle: High quality teaching benefits pupils with SEND 1 Explicit instruction 2 Cognitive and metacognitive strategies 3 Scaffolding 4 Flexible grouping 5 Using technology 												
1 2 3  Curriculum adaptations	<table><tr><td></td><td></td><td></td></tr><tr><td>Visual timetables</td><td>Now and Next boards</td><td>Peer mentoring</td></tr><tr><td></td><td></td><td></td></tr><tr><td>Assistive technology</td><td>Talk partners</td><td>Peer marking</td></tr></table>				Visual timetables	Now and Next boards	Peer mentoring				Assistive technology	Talk partners	Peer marking
													
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	Self-assessment	Word banks	Positive behaviour
			
	Ear defenders	Timers	Explicit instruction
We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises.			
 Parent Consultations	At Tetney Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. We hold parent's evenings every term and the SENCo is available at parents' evenings to discuss any concerns. For children who have an Education, Health and Care Plan, SEN Support Plan or require specialist support (over and above what is ordinarily available) we will invite you in for extended parents' evenings each term. These meeting are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings. During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.		
 Child Consultations	Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND. Pupils are given regular opportunities to:		

			
	Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.
 Evaluating Provision	• Reviewing progress in pupil progress meetings and discussing next steps. • Discuss and share ideas in staff meetings to ensure up to date research and policy is in place. • Review children's individual progress towards their goals at regular intervals, as a minimum every term. • Establish children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals. • Asking our children if they feel the adjustment or intervention is helpful and makes a difference. • Monitoring by the SENDCo. • Regularly using a tracking tool to update targets and measure progress. • Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Plans and those requiring specialist support. • Holding annual reviews for children with Education Health Care Plans.		
 Staff Training	At Tetney Primary School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with. The SENCOs within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised. If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Working Together Team (WTT), Behavioural Outreach Support Service (BOSS) or Specialist Teaching Team (STT), we will always discuss this with you first. Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.		

				
	Attachment	Lego Therapy	Sensory needs	Bucket time
				
	Autism (Level 1)	Makaton – Level	Phonics (catch-up)	Team Teach
				
	Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
				
	De-escalation			
 Transition Support	<u>Nursery to Reception</u> We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO. Our 'taster' sessions follow in the second half of the summer term in preparation for their September start. Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class. <u>End of Year transition</u> When children move up a year, we provide transition sheets which may include photos of the teacher, TA and classroom environment, dependent on pupil's needs. We hold a transition session during the summer term allowing the children to go up to their new classroom and meet their teacher. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.			

	Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Support Plans. <u>Secondary Transition</u> We liaise very closely with our partner secondary schools to ensure that the transition from primary to secondary school is as smooth as possible. <u>Mid-Year new starters</u> When we are aware that pupils joining us from other settings may have a barrier to their learning, we arrange a meeting with the family to enable us to gain a greater understanding of the support we need to put in place.
 Outside Agencies	We work with the following agencies to provide support for children with SEND: Speech and Language Service (SALT), Educational Psychologist (EP), Working Together Team (WTT), Behavioural Outreach Support Service (BOSS) Specialist Teaching Team (STT) Community Paediatrician We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice.
 Clubs and Trips	All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, Junior Online Safety Officers, digital leaders team etc. No child is ever excluded from taking part in these activities because of their SEN or disability. Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.
 Complaint Procedure	Your first point of contact is your child's class teacher. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Head teacher. If you are not happy with the response, then you may contact the governors through the school office.

	Georgia Burrows – Chair of Governors John Pearson – SEND Governor
 Lincolnshire Local Offer	The Lincolnshire Local Authority Local Offer can be found at: https://www.lincolnshire.gov.uk/send-local-offer