



Tetney Primary School

SEND Information Report

Last updated: 15.9.23

'Every teacher is a teacher of every child or young person including those with SEN'

Our Mission

Tetney Primary school aim to provide a caring, inclusive and stimulating environment so children learn actively and are motivated to do their best and reach their potential.

We strive to ensure that every child is safe and happy in our school and develops as an independent learner. We provide the highest quality teaching in order to secure outstanding learning and nurture curiosity and a love of learning through a varied and stimulating curriculum, which enables children to develop socially, morally and intellectually. By promoting the importance of working together and showing consideration and support for each other, we foster a caring school community.

We provide a wide range of extra-curricular activities and experiences to develop children's understanding of the wider world for all children and work together with parents in order to support children's development and education.

Our Values

At Tetney Primary School we believe every child should have the opportunity to experience success in learning at the highest possible standard. We do this by taking account of pupils' varied life experiences and needs. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within our school community.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Our School Aim

In our School we ensure that the needs of SEND children are routinely met.

Our long-term aim is to raise the aspirations of children with SEND by providing early high quality interventions to ensure better outcomes for children and to narrow the gap between the progress and achievement of children with SEND compared to those without SEND.

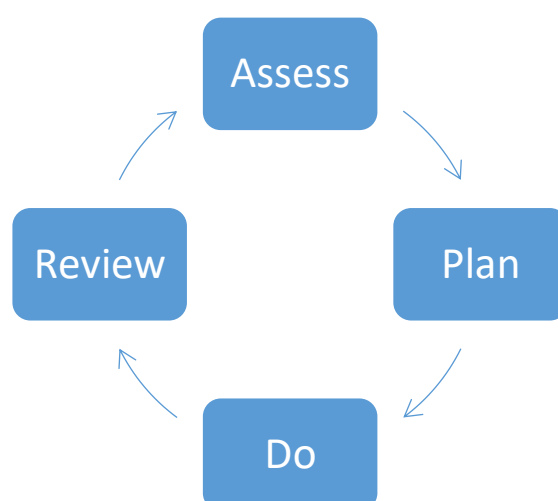
How does the school know if children need extra help?

1. Concerns will be raised either by a parent or the class teacher using the referral form in appendix 1 or by logging a Cause for Concern on CPOMs.
2. Actions will be set between parent and class teacher, or SENDCo.
3. The class teacher will inform the SENDCo, if the meeting has been between the parent and teacher
4. If a review of the actions reveals further intervention is required the SENDCo may request support from an outside agency with parental consent.
5. The child may be placed on the SEND register, based on results from observations in class, monitoring data and discussions with pupil, parents, class teacher and any outside agencies supporting.
6. Review meetings will be held each term with class teachers and parents.

How will parental concerns be addressed?

1. Initial concerns raised by parents
2. A meeting may take place with teacher or SENDCo, if necessary
3. Assessments, which take place termly, will be considered as well as any additional assessments to meet targets set
4. A plan will be put together by the SENDCo, parents, class teacher and pupil with specific actions
5. The actions will be reviewed regularly, in line with the SEN Code of Practice

Assess, plan, do, review



Assess	Plan	Do	Review
• Observations • Independent writing • Formal Tests • 1:1 assessment with	SMART (specific, measurable, attainable, realistic and timely) actions	We will support your child to achieve these actions using a variety of	Actions will usually be reviewed with the child during provision mapping week

Teacher/Teaching Assistant • Outside agency assessment	are set using assessment data.	strategies such as: • In class support • Small group work • 1:1 support • Outside Agency support And programmes such as: • Plus One • Power of Two • Precision Teaching • First Call • Friends for Life • 1st Move • 1st Call • Or specialist equipment	at the end of each half term/6 weeks. Parents will be invited to review these each full term. The review will evaluate: • Progress against the actions • How successful particular strategies are • Next steps
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Expertise, roles and training of staff

Who?	How and Why?
Class teacher	Is involved with setting targets for every child Will monitor the effectiveness of intervention and report to SENDCo each half term during provision mapping week and incorporate pupil voice Write provision maps for pupils within their class in line with waves of support
Teaching Assistants	Day to day support in class 1:1 & small group work Directed by teacher to support targets Support at break time Support with target setting and incorporating pupil voice
SENDCo	Monitors effectiveness of interventions Manages provision maps for whole school. Complete referrals to outside agencies Leads review meetings Is involved with setting targets for every child
Midday supervisors	May work with your child at lunchtime
Student trainees	e.g. Teaching practice placements

	Directed by teacher to support targets
Volunteers	Other adults who are DBS Cleared and assist voluntarily with reading, maths, trips and other tasks as requested.
School Administrator	Responsible with Head and SENDCo for SEND Budget
Outside Agencies	May be involved and if so, will be involved in review and deciding next steps. Secured through applications made by SENDCo
SEND Governor	Oversees, monitors and evaluates effectiveness of provision

How will my child be involved in the process and be able to contribute their views?

We value 'pupil voice' and want all our pupils to contribute to the curriculum and school life in general. As part of the normal cycle of ASSESS-PLAN-DO-REVIEW, the class teacher or TA along with the SENDCo involved in working with your child will ask for your child's views about progress towards the targets, what they felt has gone well and what they think would help to support them with next steps. The form of review will be related to the age and stage of your child.

How will the curriculum be matched to my child's needs?

If your child has SEND he or she will require support that is 'additional to or different from' the rest of the class. Sometimes they may be taught outside the classroom, sometimes in a small group or 1:1. Sometimes a specialist programme may be required or ICT (Information Communication Technology) support.

Strategies may include:

- Using ICT to record
- Using concrete apparatus (e.g. magnetic letters/unifix cubes)
- Different ability groupings
- Specific seating arrangement (e.g. near adult/near board)
- Use of peer support
- Visual aids or scaffolds
- Pre-teaching (e.g. vocabulary before a new topic is taught)
- Small group teaching (phonics)

What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

In addition to the given opportunities to come into school and discuss progress each year (3 times per year), we have an open door policy. Please ring the school office to make an appointment or contact us by emailing admin@tetney.lincs.sch.uk. You may also be asked by the SENDCo to attend multi-agency review meetings if your child has accessed these services.

How does the school know how well my child is doing?

We carefully track each child's progress using a mixture of tests and teacher assessment throughout the year. Provision mapping weeks are held each half term. If your child is not making adequate progress or is not meeting age-related expectations, we may use a range of other assessments. All these feed into the target-setting process.

Assessment includes:

- Progress towards the Early Years Outcomes and achievement of the Early Learning Goals – for children in the Reception or Early Years
- Assessment against national standards
- Tracking of phonics progress
- Reading and Spelling Assessments
- Standardised Assessments in maths and English (Specialist Teacher/Educational Psychologist use these to pinpoint strengths and set targets)
- Assessment for Learning
- Informal and on-going teacher assessment in class.

How will my child be included in activities outside the classroom including school trips?

We are committed to providing educational trips through school with a residential trip in Key Stage 2 to enhance our learning in school. Children with additional needs will be given additional support wherever necessary to help them access these trips.

How accessible is the school environment? How accessible is the curriculum?

To support children's physical needs in school we have:

- A hygiene suite
- A medical area with secure medicine storage
- Occupational Therapy Team/Specialist Nurse Trainer/Other agencies may visit to assess and guide us in supporting children's physical needs.
- All classes are equipped with ICT equipment including children having access to tablets and laptops.
- The entire school is wheelchair accessible
- A regulation room
- A sensory area

How will the school prepare and support my child to join the school?

We work closely with our feeder pre-schools and have a rigorous transition programme during the summer term which includes:

- 'Stay and play' sessions
- SENDCo/Teacher/Teaching assistant visits to the pre-school settings
- Sharing information (paperwork, medical information), learning journeys

- Parent meeting prior to starting school
- Multi-agency meetings if your child has outside agency support
- Additional visits offered to pre-schools for children with SEND together with their keyworkers or other adults from the setting

How will the school prepare and support my child to transfer to a new setting/school/college?

We work closely with our local secondary schools to support transition. In addition to the normal transition arrangements, for children with SEND we may arrange:

- additional visits
- observations
- sharing of information between SENDCos (paperwork, medical information, targets) for the SENDCo from the next school to attend the final review meeting.

What support will be there for my child's emotional and social well-being?

As a school we are passionate about Wellbeing and follow a Wellbeing framework created in partnership with KYRA Teaching Schools Alliance.

- Children are allowed lots of opportunities to reflect on themselves, others, their learning attitudes and values through dialogic learning and talk time, in an ethos where their opinions and ideas are valued and listened to. Opportunities for mindfulness and relaxation techniques embedded within the curriculum (**Weekly Assembly, weekly PSHE sessions, Emotion check in**).
- Exercise used to break up learning throughout the day to enhance physical exercise and better mental agility, through strategies such as **GoNoodle** and **Cosmic Yoga**.
- Routines in the morning and last at the end of the day are clear and embed safety and security for children, with robust methods for meetings and greeting children, a calm, purposeful start to the day **and Positive Reflection Time** to finish the day.
- Children are reminded to drink water throughout the day.
- Lunchtimes and playtimes are designed to support social interactions and physical exercise, in a structured and supportive way.
- Classrooms have a range of strategies to support anxiety such as **feeling scales, check in points, 5 ways to wellbeing, visual timetables** etc
- The learning environment allows children to make their own choices, and supports and scaffolds children with Autistic, ADHD and Dyslexia friendly approaches.
- Children are supported to identify their own and others' feelings. Children who need extra support are given personalised tools to enable them to name their own and others' feelings (**Incredible 5 point scale**)
- Success is celebrated within the curriculum, and through whole school sharing. (Classroom-based celebrations, Celebration Assemblies, Positive reflection time at the end of each day).

*If well-being issues continue despite intervention, a multi-agency meeting may be arranged to discuss next steps and to try and avoid exclusions.

Who else might be involved in supporting my child?

Name	Agency	Support available
Cleo Allan	Educational Psychologist	Specialist support Observations Target setting Support with referrals Staff support
	Speech and Language Therapist	Observations Delivery speech programmes Staff support Target setting
Sally Whelpton	Specialist Teaching Team	Assessment Target Setting
Helen Pitfield	Working Together Team	Specialist support for social and communication, including autism Behaviour support Observations Staff support Target setting
	BOSS	Specialist support Observations Delivering specific training/support Staff support Target setting Risk assessment

We also make referrals from time to time to Early Help Assessment (ESCO/TAC), Paediatricians, Child and Adolescent Mental Health Services (CAMHs) and the Educational Welfare Services.

Support from these services will be sought in response to our ASSESS – PLAN – DO – REVIEW process following intervention within school, if necessary.

How can I be involved in supporting my child?

Parents are asked to support their child's development at school and at home. We regularly send home-work for children to complete. You may also be asked to help with specific tasks linked to your child's targets.

Attend meetings throughout the year	Visit the school website - pages.	Share books and read together. Play games.	Join us for celebration assemblies.
Share your own talents - help us out. See the school administrator for police check details.	Keep school informed of any significant changes or medical information.	Make sure your child has had vision and hearing tests annually.	Try to attend parent consultation evenings together. Inform and involve all those who care.
Encourage your child to complete home-work. Inform class teacher of any problems.	Talk to your child and help them understand - as far as possible - what is going on.	Make sure your child is in school on time every day - if at all possible.	A healthy, balanced diet, plenty of water to drink and a good night's sleep are important too.

How can I access support for myself and my family?

Useful organisations include:

Organisation	Telephone	Website/Email
Lincolnshire County Council	01522 782030	www.lincolnshire.gov.uk/
Lincolnshire Children's Services	01522 554673	
Family Information Service	0800 1951635	www.lincolnshire.gov.uk/fis
Parent Partnership	01522553351	www.lincolnshireparentpartnership.org.uk
Parentline	08088002222	www.besomeonetotell.org.uk www.parentlineplus.org.uk
Specialist Teaching and Applied Psychology Services Bookable Consultations	01522553354	www.lincolnshire.gov.uk
Early Bird Team Birth to Five Service	01522 552752	bfsoperations@lincolnshire.gov.uk

Winston's Wish – Loss and bereavement	08088 020 021	https://www.winstonswish.org/
CAMHS	01522 535189	http://wearecamhslincs.nhs.uk/

You can find the Lincolnshire County Council Local Offer at:
www.lincolnshire.gov.uk

Who can I contact for further information?

If you require any further information, help or support, please contact:

- Your child's class teacher, via the school office (tel.no. 01472 812074 or email admin@tetney.lincs.sch.uk) or by sending in a note.

Complaints

Please see complaints policy.

Appendix 1: Referral Form – Teachers

SEND Initial Concern Form

Please complete this form and talk it over with the SENCO. Please attach copies of notes from meetings with parents you have already had.

Name of pupil	Class	Year	Date
Attendance (%) Please comment if needed			
Member of staff concerned			
Additional Information (tick as appropriate)			
EAL	Premature at birth	Looked After Child	Summer Born
Pupil Premium			
Medical Involvement:			

Assessment Data	Current	Previous assessments with dates:					
Date: MM/YY							
Reading							
Writing							
Maths							

Reason for concern (tick as appropriate)			
Speech Language and Communication (SLCN)	Cognition and Learning	Social, Emotional & Mental Health	Physical and Sensory
Please give more details: (Evidence of this difficulty)			

What support has already been put in place? What impact have they had?	
Wave 1 support (i.e..Quality First Teaching)	Wave 2 support (additional personalised curriculum, provision / intervention)
Details of relevant conversations with parents, including dates.	

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