

Tibberton CE Primary SEN Information Report 2015

An SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Tibberton C.E Primary School.

What are the kinds of special educational needs for which provision is made at Tibberton C.E Primary School?

This is a mainstream LA maintained primary school for children aged rising 5-11 years. We value the individuality of every child and acknowledge the importance of helping every child to recognise the spectrum of their capabilities in order to fulfil their potential. In response to identified SEND, children will be provided with an appropriately differentiated curriculum.

At Tibberton C.E Primary School, the pupil's identified needs could range from minimal to complex and significant:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

These needs could include emotional/social and communication and interaction (autistic spectrum disorder and/or speech and language difficulties), sensory or physical difficulties, as described in the SEN Code of Practice.

The admission arrangements for our pupils can be found on our website within the admission policy and prospectus.

More detail on our commitment to high quality educational provision for all our children is detailed in our Teaching and Learning Policy.

What are the school's policies for the identification and assessment of pupils/students attending the school?

At Tibberton we are committed to the early identification and intervention of children who may have SEND. Preparation for those children who experience difficulty in their basic skills is a normal part of all lesson planning. Special educational provision is underpinned by high quality teaching. More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum and tracking of pupil progress. We obtain information from parents/carers and any other records from the previous schools the children may have attended. If further assessment is required we use the T&W guidance to help us to determine the child's strengths and areas to be developed. We can then identify and implement the appropriate strategies for the child.

Where SEND needs are significant, the school follows the request for an assessment for an Education Health and Care Plan (EHCP) from Telford & Wrekin or Shropshire County Council, depending on the home address of the pupil.

Further information on the admissions process to our school can be found on our website.

What is the provision for pupils/students at Tibberton C.E Primary School and how is it evaluated?

At Tibberton C.E Primary School, educational provision for pupils with SEND is additional to or different from that made generally for other children or young people of the same age. This may include deployment of support staff, small group work, social skills activities, 1:1 provision in order to deliver a tailored curriculum.

Our ambition is to make our school a place which enables all our pupils to be confident and successful people, with a love of learning, a sense of curiosity and motivation and a desire to be positive, active part of the community and church.

Further details of all areas of our school curriculum and assessment processes can be seen in our teaching and learning policy (available on our website). As our school offer develops there will be more information available on work within our school. We have liaised with our parents/carers on developing our school offer to ensure it includes useful information and answers their questions. The school offer will be updated regularly to ensure information is correct.

All staff have a responsibility to meet the needs of all the pupils at Tibberton C.E Primary School.

Here at Tibberton C.E Primary School, we operate an 'open door' policy, where parents are actively encouraged to liaise with staff in regard of pupils' needs.

The school receives advice from a range of health professionals in order to meet the needs of the students as assessed by the appropriate professionals.

What training do staff have in relation to the needs of pupils at Tibberton C.E Primary School?

All staff have clear job descriptions which detail the required qualifications for each post in school. All staff have a core training programme related to their work as a teaching assistant, senior teaching assistant or teacher. In addition to this, staff access training in relation to particular SEND needs via the school SENCo. A focus of 2014 - 2015, was whole staff Continuing Professional Development (CPD) on support for pupils with Autistic Spectrum Disorder (ASD).

How will equipment and facilities be provided to support pupils at Tibberton C.E Primary School?

- Tibberton C.E Primary School is on one level with no steps and is therefore accessible to all.
- The school has a disabled toilet.
- All equipment risk assessed.
- School ensures that children with specific physical needs are accommodated within the seating of the classroom using specialist equipment.
- The school ensures that children with poor fine motor control have access to specific cutlery, pencil grips, scissors and sloping desks when appropriate and as directed by OT.
- Individual work stations are provided for children under the guidance of outside agencies

We ensure that equipment used meets the needs of all children regardless of their needs.

Our SEND policy and SEND School Offer details the wide range of provision for our children including the range of equipment and facilities for children with different needs. This information can be found on our website and is reviewed annually.

All parents and families are welcome to visit the school prior to their child or young person attending the school.

What are the arrangements for consulting parents of children at Tibberton C.E Primary School and involving them in the education of their child?

At Tibberton C.E Primary School - parents are fully included in the process of working with their children.

This includes:

- Initial visits to school
- Introductory meetings
- Daily home/school book for information exchanges and key messages
- Termly parent/teacher meetings including update from professionals as required.
- An annual academic report - plus further reports as required depending on level of need, I.e IPM, EHCP / Annual review reports
- Annual Review meeting and additional reports where appropriate
- Parent workshops and training
- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations

What are the arrangements for consulting young people at Tibberton C.E Primary School about, and involving them in, their education?

All children and young people in our school are treated with dignity and respect. There is full personalisation for the curriculum for each SEND pupil in order that they can access and experience success through-out their school life.

The School Council / Class Council involves students to contribute and decide on aspects of school life relating to their needs.

The assessment and annual review process of statements of SEN and EHC Plans includes the choices and views of pupils.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Tibberton C.E Primary School?

The process for all complaints is made available in the school prospectus which is updated each year and the complaints procedure is also available on the website. These are reviewed annually.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils at Tibberton C.E Primary School and in supporting their families?

We have a wide range of staff working together within the school to support the children, young people and their families. Some are employed directly by the School, others have different lines of management as can be seen below. Classroom staff are employed directly by the school. This includes teachers, teaching assistants and lunchtime supervisors. Admin staff are also school employees.

Other professionals work for a range of agencies and have office bases elsewhere. They work in school as necessary.

School Nurses, Speech and Language Therapists, Occupational Therapists, CAMHS and Physiotherapists are employees of Shropshire Community Health Trust. All these professionals work within school training staff, advising staff, working with children and young people.

The Sensory Inclusion Service staff - advisory teachers - are employed by the Local Authority, not the school, and are within the Children Specialist Services team. They provide staff training and advice on individual children's needs.

What are the school's arrangements for supporting pupils/students in transferring between phases of education?

All transitions are well planned for, through-out school as children move from class to class and phase to phase. Parents/carers always have the opportunity to meet the new teacher and class staff.

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- Pupils with additional needs who join our school either at the beginning of the year or during the academic year will be supported, as appropriate, so that a successful transition is achieved. The school works together with the Local Authority where a child is starting our school with a statement of Educational Needs to ensure that they are appropriately supported in conjunction with parents.
- **If a child is moving to another school:**
 - We contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We make sure that all records about the child are passed on as soon as possible.

- We ensure that the relevant staff members from the receiving school are invited, where possible, to the final annual review for children with a statement / EHCP before a planned move.
- **When moving classes in school:**
 - Information is passed on to the new class teacher IN ADVANCE , however as we are a small school, all staff are familiar with all pupils and this is a strength for all in-school transitions.
 - All IPM's are shared with the new teacher.
- **Year 6 children** are supported in their transition from Primary to their chosen secondary school. Where appropriate pupils are given additional support to ensure a smooth and successful transition.
- Where possible a child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. Where necessary outside professional support will be sought to support the transition process.

Where is the information on the Telford and Wrekin's local offer published?

There is further detail on our website on our own school offer for SEND and this links to the Local Offer on the Family Connect pages on Telford and Wrekin's website - www.telford.gov.uk

Direct link to SEN Local Offer -

www.telford.gov.uk/info/20027/special_educational_needs_sen

If you have any queries or requests for policies or information relating to this report please contact the SENDCo - Rachel Tomkinson - on 01952 387790.