



*Learning together and worshipping together*

## Special Education Needs and Disability (SEND) Information Report for Tushingham-with-Grindley CE Primary School

This SEND information report is part of the Cheshire West and Chester Local Offer for learners with special needs. The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cheshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need or disability. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

The Local Offer for Cheshire West and Chester can be viewed at <https://livewell.cheshirewestandchester.gov.uk/>

Inclusivity is at the heart of our practice at Tushingham, and as a result the needs of pupils with special educational needs and disabilities are met alongside their peers wherever possible.

We recognise and celebrate that every child within our school community is different, and therefore the educational needs of every child is different; this is certainly the case for children with SEND. This report will detail our provision for learners with SEND. The four broad 'areas of need' are: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.

The name and contact details of the person responsible for maintaining the details of this information report are:

Mrs Kim Lewis, Special Educational Needs Co-ordinator (SENCO)  
01948 820360 [admin@tushingham.cheshire.sch.uk](mailto:admin@tushingham.cheshire.sch.uk)

### **What should I do as a parent or carer if I think my child may have special educational needs?**

If you have any concerns regarding your child's needs, progress or well-being, then please contact the school office to arrange a meeting with to your child's class teacher in the first instance or Mrs Kim Lewis the Special Educational Needs Co-ordinator (SENCO). Your child's class teacher will listen to your concerns, and will discuss with you what steps need to be taken to address any issues your child might have. This may include additional support in the classroom or personalised targets.

### **What kinds of special educational needs and disabilities does Tushingham-with-Grindley CE Primary School make provision for?**

All children have the right to an appropriate education that affords them the opportunity to achieve their personal potential. Our highly skilled and dedicated team of staff work hard to ensure that *all* learners achieve in all areas of the curriculum regardless of their gender; ethnicity; social background; religion; sexual identity; physical ability or educational need. Our teaching and learning philosophy centres on the belief that Tushingham is a truly inclusive place to learn and grow. This means that we actively seek to remove the barriers to learning and participation that can hinder the progress of pupils with special educational needs and disabilities.

### **How does Tushingham-with-Grindley CE Primary School identify and assess my child's educational needs?**

At any stage during a child's academic career, they may have a special educational need. The *Special educational needs and disability code of practice: 0 to 25 years* (July 2014) defines Special Educational Needs as follows:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

At Tushingham, pupils' progress data is gathered and analysed termly. A pupils' progress will be reviewed formally and tracked with the Headteacher and SENCO every term in reading, writing and maths. Through meetings with parents and end of year reports, Teachers make clear the attainment against age related expectations and the level of progress made.

Special educational needs and disability provision is in addition to the quality first teaching, differentiation (where teaching and learning is modified to ensure all learners can participate and achieve the lesson's objective) and the delivery of a broad and balanced curriculum. At Tushingham, we recognise that learning in the classroom alongside their peers will make the biggest difference to children with additional educational needs, but that teachers can be well supported by interventions and programmes in groups or as individuals led by teaching assistants and other adults.

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made. Parents/carers and pupils may be invited to discuss and review the progress made and Termly Learning Goals set (based on targets set by school or outside agencies specific to their needs with the intention of accelerating learning and to close the gap). Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made. The progress of children with a statement or an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.

Regular book scrutinies and lesson observations will be carried out by the SENCO and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

### **What is Tushingham's approach to supporting pupils with special educational needs?**

High quality teaching is differentiated and personalised to meet the individual needs of the majority of pupils at Tushingham. However, some children will need educational provision that is different from or additional to that normally available to pupils of the same age. All adults working with the child are proactive in tailoring the provision to meet individual needs. We recognise that a pupil's needs and the level or nature of support they require may change over time. If appropriate, children will have Termly Learning Goals which identify their next steps. Where necessary, additional support or resources will be put in place to help the pupil meet those goals, including adaptations to the learning environment.

### Examples of interventions/equipment/resources that we may allocate to match children's/young people's special educational needs

- *Nessy fingers* software to support pupils with dyslexic tendencies
- Laptops for individual pupils
- *Early, Additional, and Further Literacy Support* programmes
- Fischer Family Trust Wave 3 (1:1 literacy programme)
- *Springboard* (maths support programme used throughout KS2)
- *Power of 1* and *Power of 2* maths programme
- *Beat Dyslexia* programme
- Variety of classroom resources to make learning visual, exciting, accessible and concrete

### What are the arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child?

Parents are actively encouraged to be partners in their child's education. This may involve informal discussions with the class teacher or SENCO, telephone contact, home/school diaries, discussions regarding Termly Learning Goals, progress reviews and yearly written reports.

### How does Tushingham evaluate the effectiveness of provision for pupils with special educational needs?

Interventions are carefully chosen and will normally be delivered by a Teaching Assistant. Pupils we have identified as needing additional support or interventions are monitored against their personal targets and their progress is analysed termly against national expectations. The Special Educational Needs Co-coordinator (SENCO) collects and analyses progress data before the intervention has begun and after it has been completed to measure its impact. Next steps for each learner are discussed, and additional programmes of support will be put in place if needed.

### How does Tushingham assess and review the progress of pupils with special educational needs?

Parents and pupils are invited to a progress meeting to review their child's Termly Learning Goals where targets that have been set are reviewed and new targets are agreed upon.

Children that have a Statement of Educational Need or an Education, Health and Care Plan (EHC Plan) will also have an Annual Review to discuss their progress and ensure the objectives in the plan are appropriate.

### **What additional support is available for pupils with special educational needs?**

After identifying a particular need, we will put in place appropriate support and deliver specific programmes as needed. It may also be necessary to engage with outside agencies for specialist guidance and assessment of learners' needs. Where we feel outside agency involvement is needed, the school will contact and seek permission from parents/carers before approaching an outside agency.

### **How will staff at Tushingham support children with SEND?**

The strong team of dedicated and experienced staff at Tushingham work collaboratively to maximise the outcomes for all learners.

The Class teacher is responsible for:

- Monitoring the progress of learners and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and working alongside the SENCO as necessary;
- Writing Termly Learning Goals in collaboration with parents and carers, before sharing and reviewing these with parents at least once each term and planning targets for the next term;
- Delivering personalised teaching and learning for all learners so they achieve all they are capable of;
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCO is responsible for:

- Providing professional guidance to colleagues and working closely with staff, parents/carers and other agencies;
- Writing the SEND Information Report which MUST be published on the school's website and updated annually;
- Overseeing the day to day implementation of the school's SEND policy;
- Coordinating all the provision for children with special educational needs or disabilities;
- Advising on a graduated approach to provide SEND Support;

- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively;
- Liaising with parents/carers of pupils with SEND;
- Ensuring that parents/carers are
  - i) involved in supporting pupils' learning,
  - ii) kept informed about the support learners are receiving,
  - iii) involved in reviewing learners' progress;
- Liaising with outside agencies;
- Supporting teachers when managing the transition process between classes and key stages;
- Ensuring the school keeps the records of pupils with SEND up to date;
- Work with head teachers and school governors with regards to reasonable adjustments and access arrangements;
- Liaising with outside agencies;
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to make the best progress possible.

The Headteacher is responsible for:

- The day to day management of all aspects of the school. This includes the support for children with SEND;
- Giving responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met;
- Making sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor is responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has special educational needs and/or disabilities;
- Supporting and challenging the Head and SENCO with regards to SEND policy and provision across the school.

### **What support is there for pupils' mental and emotional health and wellbeing?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a Personal, Social and Health Education curriculum to support this development. However, for those children who find aspects of this difficult we offer;

- Lunch time and play time support;
- A buddy system;
- Individualised programmes of work including activities to complete at home;
- Access to external agencies and professionals for additional support and advice.

The school's Behaviour Policy has a clear emphasis on rewards and allows for appropriate sanctions when needed. Practice across classes and key stages is consistent. In respect of anti-bullying, there is a policy in place. We exercise a zero tolerance approach to bullying.

Any pupils with additional medical needs are supported at Tushingham. All information regarding medical requirements is requested from parents prior to admission and these are added to the school medical needs folder. All medicines are kept in individual sealed containers and are accessible only to appropriate members of staff.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive School Council that meets regularly. Prior to SEND review meetings, pupils have the opportunity to share their views.

### **Is training provided for staff supporting children and young people with SEND?**

All of our staff are qualified and have undertaken further professional development. We recognise that ongoing professional development is key to ensuring all staff remain up to date, skilled and able to meet the varied and changing needs of our pupils.

### **How is Tushingham-with-Grindley CE Primary School accessible to children with SEND?**

- The building is accessible;
- The school is one level with easy access and double doors;
- Our mobile classrooms are accessed via a ramp;
- There is a disabled toilet;
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs;
- Before- and after-school provision is accessible to all children including those with special educational needs and/or disabilities;
- Extra-curricular activities are accessible for children with special educational needs and/or disabilities.

**What are the arrangements for consulting young people with special educational needs about, and involving them in their education?**

All children are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing additional support. Pupils are also invited to attend review meetings where they can share their views and feelings.

**What specialist services and expertise are available at or accessed by the school?**

We work closely with many outside agencies across different authorities including:

- Child Physiotherapists;
- Occupational Therapists;
- Child Educational Psychologists;
- Child and Adolescent Mental Health Services;
- Speech and Language Therapists.

**How do you prepare my child for joining your school or transferring to another school?**

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

▪ **New pupils to Tushingham Primary School**

Upon joining Tushingham-with-Grindley CE Primary School, children will have the opportunity to visit prior to starting and will receive an induction pack with information about the school. Class teachers of children joining from other schools will receive information from the previous school. Concerns about particular needs will be brought to the attention of the SENCO, and if required, the SENCO will telephone the previous school to discuss individual pupil's needs.

▪ **Preparing for next steps**

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents/carers, pupils and staff to ensure these transitions are as smooth as possible.

When the time comes for your child to move on, we will liaise with the next school and organise transition visits. We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible.

### **What do I do if I have a concern about the school's provision?**

In the first instance, we encourage you to contact your child's class teacher. If you still have concerns, then please contact the Headteacher. In the unlikely event that your concern is not resolved, then a formal complaint should be made to the Governing Body. The complaint must be in writing, stating the nature of the complaint, who has been spoken to already and the preferred outcome. The written complaint should be sent to the Chair of Governors via the school office.

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This report details our annual offer to learners with SEND. To be effective it needs the views of all: parents/carers, pupils, governors and staff.

If you have any comments, please contact Mrs Kim Lewis (SENCO) on 01948 820360 or email [admin@tushingham.cheshire.sch.uk](mailto:admin@tushingham.cheshire.sch.uk)