



SEN Information Report

July 2020

SENDCo: Kate McDonald

SEN Governor: Kavir Dhillon

Contact: Kate McDonald 0121 556 0340

Local Offer Contribution: www.tamesideprimary.academy

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: Class teachers assess the children's learning on a daily basis identifying next steps in learning, a tracking program is used to identify the objectives child can or cannot demonstrate independently. The Wakefield progression stapes are used to assess children with SEND.

Plan: Class teachers plan lessons that are suitable for the needs of all children, The Wakefield progression steps are used to identify steps within learning. When necessary intervention are



planned and carried out by class teachers and support staff with the guidance of the SENDCo.

Do: quality first teach is demonstrated on a daily basis to enable all children to make progress. Learning surgeries are used on a daily basis to ensure no children fall behind in their learning. The curriculum is personalised and interventions are carried out when necessary.

Review: Pupil progress meetings are carried out on a termly basis and the progress of all children is discussed. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

At Tameside Primary Academy, we offer the following provision to support the children with communication and interactions needs:

- Daily speech and language from trained Speech and Language LSPs and HLTA to deliver targets
- Talk Boost
- Shape Coding
- Nurture
- Communication in print
- Wellcomm interventions.

2. Cognition and learning

At Tameside Primary Academy, we offer the following provision to support the children with cognition and learning needs:

- Quality wave one teaching
- Precision teaching
- Phonics support
- Sound discovery
- Rapid Read
- Alphabet Arc

3. Social, emotional and mental health

At Tameside Primary Academy, we offer the following provision to support the children with social, emotional and mental needs:



- Nurture
- Values
- Forest mentoring
- Creative Therapy
- Lego Therapy

4. Sensory and/or physical needs

At Tameside Primary Academy, we offer the following provision to support the children with sensory and physical needs:

- Sensory support from OT guidance
- Dance club
- Physical support from physiotherapist
- After school clubs

(Reference: SEN Policy <https://tamesideprimary.academy/the-academy/school-policies/>)

As of July 2020, we have 87 children or young people receiving some form of SEN Support. We have internal processes for monitoring quality of provision and assessment of need. These include:

- Learning walks, lesson observations and book looks
- Improvements in reading / spelling ages / SENT/SENT+ (Sandwell Early Numeracy Test)
- Performance in published data such as SATs, phonics screening and Early learning goals
- Information provided at annual/termly reviews
- Half-termly IEP reviews
- Progress measured by entry and exit data provided at pupil progress meetings

SEN Provision

Our approach to identification and assessment of special educational needs is set out in our SEN Policy (Trust policies- primary) We have set out below summary information on the school's approach to SEN which covers the following areas:

- Teaching pupils with SEND
- Adapting the curriculum and learning environment for pupils with SEN
- How additional support, equipment and facilities are made available for pupils with SEN
- Assessing and reviewing the progress of pupils with SEND
- Promoting inclusion between all pupils regardless of whether they have SEND
- Supporting the social, emotional and mental development of SEND pupils (including additional pastoral support arrangements)
- Evaluating the effectiveness of our SEND provision



Where the school needs additional support or expertise to meet the needs of a pupil with SEND, it may be necessary to call upon support from external agencies (e.g. Educational Psychologists, Speech & Language Therapists, other Local Authority services, Occupational Therapists etc). Our approach in such situations is [set out approach and need to involve parents in decision making].

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Half termly provision map targets	Class teachers, SENDCo	Half termly
Parents evening	Class teachers, parents and child	Termly
Annual reports	Class teachers and parents	Yearly

There are external support services available for parents of children with SEN. The contact details for these services are set out below:

SENDIAS: 0121 552 0047
 Inclusion Support: 0121 569 2777
 Speech and Language Therapies etc: 0121 612 2010

Staff contacts and development

The SEN provision within our school is co-ordinated by the SENDCo. Our SENDCo is Kate McDonald who can be contacted at the school by phone 0121 556 0340. The designated safeguarding lead is Lorna McGregor and the Deputy Safeguarding Lead is Mitchell Hill who can be contacted on 0121 556 0340.

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of staff	Area of Expertise
KM, LM, JM, MH, SH, SH, SC, TG, CB, AB	Level 2 Mental Health
JM	Speech and Language

This year, we have put in additional training into ensuring all children can access the curriculum, using Wakefield progression steps and Sandwell Skills Ladder.

Deployment of Resources



Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support staff have been deployed on a needs basis supporting children with specific needs and delivered intervention when necessary.

Children with SEN or disabilities may, from time to time, require access to different equipment or facilities. We will aim to support these needs following an evidence based approach utilising internal and external resources.

School Partnerships and Transitions

The School works with a number of external partners including: [set out brief details including as a minimum health contacts, social care contacts, LA support services and voluntary organisations]. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

The School works closely with the local authority which retains a strategic role across its area to support SEN provision. Details of that support are set out in the Local Authority's Local Offer which can be found at:

http://www.sandwell.gov.uk/info/200295/schools_and_learning/3697/what_is_the_local_offer

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome **1** child with special educational needs or disabilities and we supported **10** number of children and young people transition to the next phase in education or employment.

Our approach involved:

We supported parents to gain a place at a feeder school which would best suit their child.

We closely monitor children and young people's destination data.

We liaised with feeder school and had a meeting about each child.

We arranged additional transition days for those children who required them.

Complaints



Our complaints procedure is <https://www.tamesideprimary.academy/the-academy/school-policies/>. Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The school's complaints procedure cannot be accessed to resolve such complaints.

This year we have 0 number of complaints.

Challenges this year

Reading fluency, we plan to improve this during this year by ensuring interventions are available, children have access texts high quality texts and children are heard read at home and at school.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include assessment software to track and analyse the progress of children with SEN

Relevant school policies underpinning this SEN Information Report include:

- Teaching and learning
- Assessment
- Equality

Covid-19:

During the Covid-19 pandemic, the legislation around provision for children with Education Health and Care plans has been temporarily changed meaning that current provision is likely to be different to that listed on the plan. Working with the Local Authority, Tameside Primary Academy continues to use 'reasonable endeavours' to meet the needs of our most vulnerable children, including those with EHC plans.

In accordance with latest guidance, brief risk assessments have been completed by the school SENDCo for all children with EHCPs (including those currently undergoing statutory assessment). Consideration is given as to whether or not a child's needs can continue to be met at home each week during a welfare visit by a member of send team. The vast majority of children with EHCPs are being well supported at home and provision is co-produced between home and school to include a variety of strategies to meet the individual needs, including:

- Signposting to free educational resources
- Regular updates on Class Dojos and social media (Facebook)
- Personalised resources to meet the learning needs shared electronically and in person by a member of the send team



- Regular contact with teachers via Class Dojo and any concerns passed to the SENDCo
- Regular contact with the Sendco, members of the send team and one-to-one learning support
- Any EHCPs due for annual review will be completed remotely.

Legislation and Guidance taken into account when compiling this report include:

- Children & Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

Date presented to/approved by Governing Body: July 2020

Date of next review: July 2021