



Tameside Primary Academy

SEN Information Report

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SENCo: Kate McDonald

Contact Details: Tameside Primary Academy 0121 556 0340

Academy Principal: Mitchell Hill

Trust Director of SEND: Mrs Sally Philpotts

SEND Link Governor: Chair of Governors

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Purpose of the SEN Information Report

All schools are required as part of the Children and Families Act (2014) to publish a Special Educational Needs Information Report.

The purpose of which is to provide information to our current and prospective families, the Local Authority and Government agencies. The SEN Information report provides details regarding the implementation of the Shireland Collegiate Academy Trust's [SEND Policy](#).

This report will be updated at least annually and include the required information as set out in the SEND Code of Practice 0 -25 Years (2015) Section 6.

Tameside Primary Academy Information

Tameside Primary Academy is currently one of 12 schools within the Shireland Collegiate Academy Trust, an inclusive trust that highly values a holistic approach to supporting all students, including those with SEND.

Tameside Primary Academy is a good school following its most recent Ofsted Inspection in February 2023.

Tameside Primary Academy information:

- It is a large school with three form entry reducing to two forms with 428 pupils on roll.
- It has 19.9% on the send register which equates to 85 pupils.
- The areas of send need are 48.1% communication and interaction, 27.85% cognition and learning, 20.25% with social, emotional and mental health and 3.8% with physical disability.

A full breakdown of Tameside's SEN register can be found in Appendix 1.

Identifying Children with Special Educational Needs

All pupils' attainment and achievements will be monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.

Adequate progress could:

Be similar to that of peers;

Match or better the pupils' previous rate of progress;

Close the attainment gap between the pupil and their peers;

Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high-quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCO) and the Collegiate Academy Trust's Core team to assess if a pupil has a significant learning difficulty and agree appropriate support. In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and

agreement with the pupil's parents/carers. Where a pupil is identified as having SEN, action will be taken to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle (The graduated approach) through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

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.

Consulting with Families and Young People

When a child has been identified as needing additional support, over and above their peers then a discussion and agreement will take place between the SENCO, class teacher with the pupil's parents/carers. In addition, where a pupil is deemed as no longer requiring additional support/provision then a discussion and agreement will be take place with parents/ carers to remove from the register.

Arrangements for Assessing and Reviewing Progress

Involving parents and learners in the dialogue is central to our approach and we do this several times throughout the year:

Whole School

- Tameside Primary Academy has opportunity for all families to meet and review curriculum progress with the class teacher three times per year.
- All pupils have an annual report sent out at the end of the summer term.
- In addition, all families has the opportunity of dialogue with the teacher using class dojo.

SEN

- Families of pupils on the sen register (either with an EHCP or sen support) meet half termly for a review and discussion with the class teacher and/or a member of support staff about the child's progress towards their individual education plan (IEP).
- At this meeting, targets are reviewed and new targets are collaboratively produced with all parties.
- In addition, pupils with an EHCP have an annual review meeting with the SENCo and families within statutory timeframes to discuss progress.
- All families with pupils with SEND can meet with the SENCo and/or the SEND assistant to discuss the child via an agreed meeting.

Transition and Preparing for Adulthood

Joining Tameside Primary Academy

Our approach involved:

- Our Early Years team conduct home visits and new starters have taster sessions at the academy. Home-school transition booklets are sent home so children can familiarise themselves with the classroom and adults. Then from September, a staggered start is agreed with parents with a quick increase in hours once settled.
- For mid-term transfers, the SENCo and Principal meet with parents/carers to discuss the child's needs if transferring with SEND needs. Provision is out into lace to help support that child.

Movement Between Phases of Education

- Prior to the start of the academic year all children have the opportunity to meet their new class teacher for two afternoons within their new classroom. Children with SEND

needs are given more time to meet their class teacher with the support of their existing support or class teacher.

- All staff prepare for and are part of transition meetings where key information is shared between existing and new class teachers and staff. This ensures staff are fully prepared for the needs of their new children.
- For transition to high school, the SENDCo, and class teacher plan transition activities carefully. For our most vulnerable children, our SENDCo and Year 6 teacher work closely together to liaise with appropriate staff at the Secondary school, organising additional visits, days and tours for children to take part in summer schools if appropriate. 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.
- This year, we worked with our feeder partners to welcome 4 children with special educational needs or disabilities, and we supported 20 number of children and young people transition to the next phase in education or employment.

Preparing for Adulthood agenda

At Tameside Primary Academy we ensure we help all children prepare for adulthood, for children with SEND needs this is carefully planned and shared with parents to ensure children's life skills, health, community inclusion and independence skills are developed.

Teaching Children with Special Educational Needs

Our Curriculum

Our curriculum provides children with high quality first teaching which is supported by additional interventions to ensure children have a broad and balanced curriculum.

Our curriculum provides a dynamic platform for our pupils to excel at Tameside Primary Academy and beyond.

Our curriculum is cross-curricular, with literacy at its heart, driven through inspiring themes and underpinned by the development of key skills across the foundation subjects (History, Geography, Art and Design, Design Technology and Science.) There is a focus on Science, ensuring children's scientific knowledge and investigation skills are well developed and ready for Secondary School. Our themes also encourage a love of the Arts and ensure we help children cultivate their own **Cultural Capital** for the world beyond school.

Adaptations to our curriculum

We will make the following adaptations to the curriculum to ensure all pupils' needs are met:

- Adapting our teaching and the curriculum to ensure the pupils are able to access it through, scaffolding, adult support, pre teaching, vocabulary support and preferred learning styles.
- Exploring the use of technology such as using electronic readers and I Pads to support independence
- Following the guidance of Inclusion Support to provide any recommended aids. 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.
- Individualised curriculums for those children who require it

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 interventions when necessary.

Adaptations to the learning environment

- All classrooms are adapted to support children with SEND needs these included, visual timetables, now and next boards, individual work stations where necessary and communication friendly environments that are language rich.

A list of provisions for Tameside Primary Academy can be found in Appendix 2.

Staffing

Department structure



Additional Staffing

Family Liaison officer – Mrs Lilli-Beth Bown

Forest mentoring – Mr Steve Hale

Pastoral support – Mrs Sam Cook

Training

Ongoing professional development is a priority within the Shireland Collegiate Academy Trust.

Training and CPD this year have focused on quality first teaching, ensuring the curriculum and classroom environment is adapted to support the needs of children with SEND. All support staff have received adaptive teaching training and training on making reasonable adjustments within the primary classroom. Specific training has been provided for staff who support children with complex needs such as Wellcomm, Makaton and Wheelchair manual handling.

Further support will be provided next year to support staff who deliver speech and language interventions and supporting children with sensory needs.

Please see Appendix 3 for the SEND training record for the 2023-2024 Academic year.

Engagement in Activities

Children with SEND are encouraged to engage in a variety of extra-curricular activities. After school clubs are planned and designed to cater towards the needs and interest of children with SEND need.

After school clubs attended by children with SEND:

- Football
- Gymnastics
- Basketball
- Scout Game
- HEN drama

Emotional and Social Development

All staff at Tameside Primary Academy work with parents, pupils and professionals to address any barriers which may serve to disadvantage the learning experience of a child. We identify that all pupils need to be emotionally ready to engage in learning, this means positive mental health and wellbeing.

We provide wellbeing support for our pupils through mentoring programmes. Support is also provided and available through our passport to success programme which is led by staff within our Multi Academy Trust.

Staff within our academy have received Mental Health Training all have passed their level children in mental health and ACEs training. We have a Senior Mental Health Lead who has undertaken DfE approved training programme.

Pupils are made aware of the importance to share things which may worry or concern them to Trusted Adults. Mental Health and wellbeing is addressed within the curriculum through Personal Development, where pupils are provided with strategies to deploy as and where required. Pupils are encouraged to do daily wellbeing checks where they can share how they are feeling, and appropriate actions can be taken.

Staff have engaged in and demonstrate a working knowledge of mental health and safeguarding following an appropriate training programme.

If children are having difficulties with their social and emotional development interventions are carefully planned and delivered to support the children.

Engaging with External Agencies

In order to secure further specialist expertise, Tameside Primary Academy will often consult and liaise with the following external agencies:

Sandwell Local Authority – Inclusive Learning Services

- Educational and Child Psychologist
- Specialist Advisory Teacher for Learning
- Specialist Advisory Teacher for SEMH
- Complex Communication and Autism Team (CCAT)
- Sensory Support Team (HI/VI Teachers)
- Virtual School – LACE Development Workers
- Early Years Advisory Service

NHS Services

- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Hospital Consultants/Paediatricians/
- Child and Adolescent Mental Health Service (CAMHS)
- School Health Nurses
- Reflexions

Social Care

- Social Workers
- Early Help
- MST

A minority of Tameside Primary Academy students with special educational needs live within neighbouring boroughs. If they require additional assessment or support, this is coordinated with the relevant Local Authority services.

Where a child or young person is looked after by the local authority and have a Special Educational Need, the SENCo will provide a high level of input into Personal Education Plan (PEP) meetings and may be a point of contact for alongside the Designated Teacher for Looked After Children with regards to special educational provision.

Evaluating the Effectiveness of Provision

Governance

The Standards and Performance Committee, through the SEND link governor, will monitor and evaluate the Academy's provision for SEND students. This will include pupil outcomes although may not solely focus on academic attainment.

The Role of the Trust

The Shireland Collegiate Academy Director of SEND monitors the effectiveness of SEND provision through regular visits and scrutiny of each Academy's SEND Raising Attainment Plan.

The Director of SEND provides regular SENCo network meetings to enable sharing of good practice, development of provision and further training opportunities.

The Role of the Principal

The key responsibilities include:

- ensuring they designate a qualified teacher to be responsible for coordinating SEND provision
- ensure the SENDCo has, or is working towards achieving the National Award in Special Educational Needs Coordinator
- ensure all teacher understand that they are teachers of children with SEND, ensuring that all staff maintain operational responsibility in their lessons for SEND provision through high quality adaptive teaching with appropriate differentiation and personalisation
- ensure that their Academy will use their best endeavours to meet the needs of young people with SEND, making reasonable adjustments where possible.

The Role of the SENCo

The key responsibilities of the SENCO includes:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- advising on the graduated approach to providing SEN support to children within the academy
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, such as the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Local Offer Contribution

Each local authority has a Local Offer for SEND which can be accessed online using the links below:

Birmingham	www.localofferbirmingham.co.uk
Dudley	www.dudley.gov.uk/resident/localoffer
Sandwell	www.sandwell.gov.uk/SEND
Walsall	https://go.walsall.gov.uk/children-and-young-people/send-local-offer
Wolverhampton	http://win.wolverhampton.gov.uk

Complaints

The Shireland Collegiate Academy Trust Complaints Policy is published on each Academy website.

Should a parent or carer have a complaint about the special educational provision made for their child, they should in the first instance discuss this with the class teacher or key worker.

If the matter is not resolved satisfactorily, parents or carers have recourse to the following options:

- Discuss the concern with the Academy SENCo
- Discuss the concern with the Academy Principal
- Discuss the concern with the Trust Director of SEND

Should the complaint still not be resolved, the matter may be raised with the CEO of the Trust, entering the Trust's Complaints Policy at Stage 5.

Appendix 2 – Interventions 2023-2024

The following interventions were available at the Academy during 2022-2023

Wave 1	Wave 2	Wave 3
<p>Universal Provision</p> <ul style="list-style-type: none"> • Differentiated Curriculum • SODA • Learning Surgery • Visual prompts • Visual Timetables • Illustrated Dictionaries • Writing Frames & Scaffolds • Practical resources • Differentiated homework • Flipped Learning • TA Group Support • Regular Reading • Lexia • Times Tables Rockstars • Wellcomm • IDL numeracy and literacy 	<p>Short Term Provision</p> <ul style="list-style-type: none"> • Phonic intervention • Precision Teaching • Small group work • Group interventions • Boosters • Everyday readers • Visual phonics • Lexia – additional time • Individual Planning • Reading Fluency • 1:1 Mentoring • Wellcomm Intervention • Lego therapy • Forest mentoring • Drawing and talking • SALT Service Targets • Stareway to spelling • Forest mentoring • School counsellor 	<p>Long Term Provision</p> <ul style="list-style-type: none"> • Additional 1:1 support during lessons • SEND specialist teacher support • Individualised timetable/curriculum • Intensive Interaction • Personalised work/activity centres • Behaviour Plans • OT Movement Programmes • Communication in Print

Appendix 3 – SEND Training Record 2023-2024 (plus NASENCO award details)

Role of Person(s) Completing Training	Training Provider	Detail
JG, JM	Children's Therapy Service	Makaton Level 1 and 2
KD, TG	Physical Impairment / Medical Inclusion Service	Safer People Handling with wheelchair Training component
AK, NF, JM, SH, GH,	Speech and Language	Wellcomm Training
SH	Speech and Language	Intensive interaction
SH	Inclusion Support	Sandwell Early Numeracy Intervention
TG, RS, SH	Inclusion Support	Manual Handling
GH	Speech and Language	Early Talk Boost
SENDCO	University of Birmingham	NASENCo
SENDCO	Helen Couriel	Play Therapy
All staff	SENCO	Review of IEPs procedures
All staff	SENCO	Setting smart targets
SENDCO	Katerina Morgan CCAT	Self-regulation and autism in interventions such as Zones of Regulation