

SEND Information for Parents

Children may have special educational needs either throughout, or at any time during their school career. Special educational needs and disabilities (SEND) can affect a child's ability to learn. They can affect their: behaviour or ability to socialise, reading and writing, ability to understand things, concentration levels, or physical ability.

What kind of SEND does the school provide for?

Tittensor First can support and provide for pupils with a range of Special Educational Needs and disabilities. These are listed below:

- Physical
- Hearing impairment
- Visual impairment
- Social and emotional needs
- Mental Health needs
- Mild learning difficulty
- Speech, language and communication difficulties
- Autistic spectrum disorders
- Dyspraxia
- Dyscalculia
- Bereavement/ Separation
- ADHD/ ADD
- Dyslexia



How does Tittensor First know if my child needs extra help and what should I do if I think my child may have special educational needs?

At Tittensor First, we recognise the importance of early identification of Special Educational Needs. There are a number of ways the school may identify if a child needs help or support:

First of all, they may join the school already considered to have a special educational need. If this is the case, professionals from previous settings will liaise with the SENDCO and relevant teachers, providing information on how to best support the child. Similarly, if a child joins the nursery setting at Tittensor First, assessments will be undertaken as part of their entry into Early Years, including the Speech and Language Screening Test. This enables us to identify potential Special Educational Needs from a young age.

Secondly, as a parent you may have a concern. If this is the case, then it is advisable to make an appointment with the school's Special Educational Needs coordinator (SENDCO). During this appointment, you will have opportunity to outline your concerns to the SENDCO and the child's class teacher.

Thirdly, your child's class teacher may have concerns about the progress of your child or any difficulties they have noticed. If this is the case, an appointment will be made to see the parent of the child and discuss any concerns.

Finally, the SENDCO may identify that your child has some difficulties through the tracking of children's progress across school. If your child's progress is affected this may trigger a concern.

Once concerns have been raised, the child is then placed on a Special Educational Needs concerns list and a graduated approach is followed to address the specific educational need/needs of the individual child. Initially, the SENDCO will observe the child and make suggestions to the class teacher on how to overcome the difficulties the child is presenting with within the quality first teaching environment. This is then monitored for an agreed period of time, depending on the severity of the need. If the school does not see improvements in the child after the agreed length of time, the child will be placed on the Special Educational Needs Register. This will then allow school to consult with other professional agencies and experts on how to best support the child.

What training do staff receive to support SEND?

The staff have on-going training from SENDS services. If a child attends school with a specific need then training will be arranged to support provision and understanding of that need.

School has a qualified teacher who is the Special Educational Needs Coordinator (SENDCO). The SENDCO has undertaken initial SENDCO training and is experienced in teaching children with SEN, enabling them to provide support to other teachers and develop SEND practice across the school.

Based on the needs of the children at Tittensor First, identified staff members have received professional training to enable them to support children with additional physical and medical needs such as diabetes and allergies

We have trained staff in specific speech and language programs and screenings and all staff have received professional training in the area of Children's Mental Health.

How will the setting support my child or young person?

At Tittensor First, the teachers will lead and support all pupils including those with SEND. SEND pupils' needs are met, where possible, in the classroom through high quality teaching and personalised differentiation. Where necessary outside agency support will be sought and the school will put in place any strategies that are given.

Every pupil with SEND at Tittensor First will be provided with a pupil progress passport. This is written alongside the child and parents. It will outline how the child wants to be supported and what strategies, resources and interventions are being provided in the classroom in order for the child. The pupil passport will be shared with parents and reviewed every term to ensure that the provision outlined in the passport still meets the needs of the child.

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

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure your child's needs are met through differentiation and challenge. Specific resources and strategies will be used to support children individually or in groups.

The school will have identified through a meeting with the SENDCO, parent and where necessary outside agencies what the category of need is for the child. These are some of the areas of needs:

Physical: If your child has a physical need, school will be supported by outside agencies and will be advised how to best support your child at school. For example, school may call upon the expertise of physiotherapists and occupational therapy. These agencies can then advise school and check that classrooms and other areas of school are accessible for all pupils.

Hearing Impairment/ Visual Impairment: School uses advice and support from the Visual and Hearing Impairment teams. School can be advised on how to support children in the use and maintenance of hearing aids, where to sit children in relation to the class teacher and even what font size to use when providing written resources.

Social and Emotional and Mental Health needs: Tittensor First has a clear Mental Health and Wellbeing strategy that aims to meet the unmet needs of children regarding mental health and wellbeing.

Mild Learning Difficulty: All classes promote quality first teaching. Teachers will use a range of interventions and supportive strategies to provide a personalised and differentiated curriculum for these pupils. School has trained Teachers and TAs in a number of interventions which will accelerate pupils progress.

Speech, Language and Communication Difficulties: School has trained staff to conduct screening to identify pupils in the Early Years and KS1 with Speech, language and communication difficulties and provide tailored intervention. For children with a more severe speech, language and communication need, support and advice from outside agencies will be sought and where necessary referrals can be made to the Speech and Language Team.

Autistic spectrum disorders: School will use the expertise of outside agencies to diagnose and support pupils with Autistic Spectrum Disorder in school.

Dyscalculia/Dyslexia: School cannot diagnose a Specific Learning Difficulty. Children with these difficulties will be able to access additional resources to support them within class and school can offer interventions for both areas of difficulty.

ADHD/ ADD: School will use advice given by outside agencies to support children with this difficulty in school.

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

We are an inclusive school and children join in with all activities/ trips with reasonable adjustments in place to support their needs. For example, this might mean that an additional member of staff might attend the trip to specifically support the child with SEND or an additional resource might need to be taken.

The school uses robust risk assessments to determine if activities are safe enough for all children to attend.

How will the setting prepare and support my child to join the next stage of education and life?

School will arrange additional transition meetings and sessions with high schools or a change of school for pupils with Special Education Needs. Information regarding individual children's needs will be passed onto new class teachers and a meeting will be held and a discussion about the interventions that are in place. All children are prepared for the next stages of education regardless of additional needs.

How will I know how my child is doing and how will you help me to support their learning?

Every term, the SENDCO will check the progress of SEN pupils by looking at school progress data and discussions with class teachers. Class teachers will then offer you time to ask questions about how you can further support your child at home. During this time your child's progress passport will be updated so you can see how school will support them during the following term.

How accessible is the environment?

School is fully accessible to wheelchairs and has an accessibility policy. This can be found on the school's website. Regular observations of teaching check that nurturing environments are strong in all classrooms. A broad curriculum is delivered that aims to provide pupils with the knowledge, understanding and skills they need to enhance and develop their emotional and social well-being.

What specialist services are accessed by the setting?

The school has access to and is supported by a range of outside agencies:

- SENIS (Special Educational Needs Inclusion Services)
- Social Care
- Educational Physiologist
- Speech and Language Therapy
- Younger Minds Counselling service
- Hearing and Visual Impairment Service
- Family support (LST)
- Early Help
- CAMHS (Child and Adolescent Mental Health Services)

How are parents involved in the setting? How can I be involved?

School encourages parents to keep strong links between school and home. Parents will be expected to support additional home learning. We have lots of opportunities for families to be involved in school life. We organise a parent 'making' morning, where parents, carers and grandparents can come into school and work with their child.

We have parent wellbeing workshops, where parents, carers and grandparents can come into school and learn more about mental health and wellbeing.

Parents/carers are invited to various assemblies: Commendation to share achievements, class assemblies, school productions and music showcases

How is the decision made about what type and how much support my child/ young person will receive?

School will liaise with parents and outside agencies depending on the needs of the child and follow advice given from a range of sources. Support is monitored carefully to ensure that provision provided and suggested is supporting the child appropriately through review meetings, assessments and in class observations.

The school uses a graduated approach to supporting children with SEN. When support is not enough the school will seek advice from outside agencies such as an Educational Psychologist. This may then result in application for an Education, Health and Care plan (EHCP).

Learning and growing together as we follow Christ

