



TUXFORD
— Primary Academy —

**Tuxford Primary Academy
SEND Report and information for
parents
*September 2019-2020***



***'We appreciate our similarities
and celebrate our differences'***



Dear Parent/Carers,

I would like to introduce myself as Tuxford Primary Academies SENDCo (Special Educational Needs Co-ordinator). As you may know this responsibility is called the Special Educational Needs Coordinator (SENDCo). The main responsibility of the SENDCo is to take the lead on implementing the best practice in meeting the needs of pupils with a range of SEN across school, taking into account current initiatives and research. This includes monitoring the progress of pupils with SEND and supporting our teaching staff in maintaining a high standard of quality first provision for all children.

Tuxford Primary Academy is a fully inclusive Primary Academy; all students are valued equally, regardless of where their abilities lie. All students are entitled to have access to a broad, balanced and relevant curriculum, which is adapted to meet individual needs. Tuxford Primary Academy is committed to equal opportunities. Students are encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning.

Tuxford Primary Academy was inspected in July 2018 and was judged a good school. The report stated that:

Relationships in the school are strong. Pupils have positive attitudes to their learning and are respectful of staff and of each other. One pupil told me, 'We appreciate our similarities and celebrate our differences. Ofsted July 2018

This SEND Information Report outlines information regarding ways in which we provide support for all our students in order for them to learn and grow intellectually, emotionally and socially in a nurturing environment.

We fully comply with: SEND Code of Practice January 2015, Equality Act 2010 and the Children and Families Act 2014. I have prepared detailed information you within this booklet I hope that you find the information useful and I look forward to supporting you all in ensuring every child at TPA gets the best education and reaches their full potential.

Rachael Cottam

SENDCo

Vice Principal

Our SEND Vision and values

Key messages for Special Educational Needs and Disabilities at Tuxford Primary Academy

Individuality

- All pupils are treated as individuals in their own right, even if their needs are similar. Our school vision is to be an exciting learning community which has high aspirations for all children and nurtures self-belief. **We appreciate our similarities and celebrate our differences.** We provide much more than just an education, nurturing the whole child and preparing them for the future by enabling them to understand themselves and others.
- We adapt and enable learning to support the needs individual pupils, both inside and outside of the classroom.
- We use a child-centred approach when identifying strengths, areas of development and strategies for support (Pupil Profiles updated termly by pupils and class teachers).
- We communicate regularly with parents (at least three times a year) and have an open-door policy to build positive working relationships.

Intervention

- Any pupil on our SEND register will be supported through quality first teaching and individual interventions to support and address areas of learning which require 'additional too and different from' provision. Pupil Profiles are individual to the child and are developed by the class teacher to ensure children are able to build on knowledge and help a child reach their next step.
- Interventions must work specifically on a pupil's primary area of need (Cognition and Learning, Communication and Interaction, Sensory and Physical or Social, Emotional and Mental Health).
- We have a notional SEND budget. A small proportion of this is used for SEND resources, training and the rest is used directly for TA support to support our children's needs. Our TA support represents the first £6000 of support for any children who have additional funding (AFN or HLN) and for the pupils on our SEN register.
- We ensure that interventions are implemented by teachers and teaching assistants who have been trained to support a child's specific needs.
- Pupil Profiles are individual to the child and are developed by the class teacher to ensure children are able to build on knowledge and help a child reach their next step.

Impact

- All children with SEND receive support to build on current knowledge and have access to a curriculum that is ambitious to encourage fluency and independence.
- Teaching staff feel confident to deliver interventions and make adaptations to the curriculum to enable all pupils to make progress regardless of their starting points.
- The whole schools vision is inclusive for all pupils to develop to a broader understanding of SMSC through its curriculum and wider school ethos.
- Parents feel supported and can communicate effectively with all members of staff to share and support their child's learning in school.

At Tuxford Primary Academy we will provide 'additional to and different from support based on the four primary SEND needs:-

- **Cognition and Learning needs**

- Cognitive development where or when attainment / progress is at a lower level than majority of peers.
- Communication and participation where or when language and communication difficulties.
- Curriculum access/Student participation where or when concentration and retention difficulties.
- Social Development when difficulties in making and maintaining friendships and relationships.
- Motor Skills when some delay in fine and gross motor skills.
- Self Help Skills where needed to support to develop independence in organisational skills and personal care needs.

- **Communication and Interaction needs**

- Speech, Language and Communication difficulties.
- Social interactions.
- Curriculum access/student participation when there are difficulties following instructions and accepting adult direction.
- Unusual response to sensory stimuli.
- Flexibility of thought when some support is needed to manage change in every day school situations.
- Uneven developmental profile.

- **Social, Emotional and Mental Health Needs**

- Difficulty in understanding and participating in classroom activities resulting in limited progress.
- Disruption in emotional health and wellbeing impacting on learning.
- Unpredictable responses to learning tasks resulting in being uncooperative and/or emotional withdrawal.
- Some behaviour which may be injurious or endanger self/others.
- Difficulties making and maintaining friendships.
- Increasingly disruptive despite appropriate classroom strategies

- **Sensory, Medical and/or Physical needs:**

- Has mobility needs or personal and intimate care plans
- Has a health care plan
- Has difficulty forming and maintaining friendships
- Communication and language difficulties which require specialist support

To support any of the above learning needs there are a range of support strategies that are available within Tuxford Academy.

All students at Tuxford Primary Academy have access to:

- Quality first teaching
- Adaptation of the curriculum within the classroom
- Visual Timetables
- Simple adaptation of communication and resources
- Reasonable environmental adaptations
- Intervention groups
- Progress tracking and monitoring

Further support for some students at Tuxford may include:

- Precision teaching , Whole word reading strategies, RWI Fresh Start interventions
- Seating and access arrangements
- In class support for medical needs
- Personalised interventions groups for areas of the curriculum
- Third Space learning support for mathematics
- Nature/play therapy groups
- Speech and Language interventions
- Gross and fine motor exercise support
- Parental meetings to discuss concerns
- Progress tracking and monitoring alongside external agencies and specialists (Pupil Profiles)
- Individualised assessment tools to support intervention e.g. dyslexia screening, Boxall profiles, dyscalculia screening.

Targeted individual support may include all of the above strategies plus:

- Outcome-focussed directed use of Teaching Assistant time
- Regular planned meetings as part of the provision assessment review
- Outside agency referrals to SEND specialists teachers
- Educational Psychologist support
- CAMHS Referrals and BPBP (Bassetlaw behaviour partnership)
- Occupational therapy and Physio support

- Bespoke provision for Social, Emotional and Mental Health (Play Therapy)
- 1-1 Key workers including lunchtime
- Additional transition support
- Medical agency support

How do we identify children with Special Educational Needs and Disabilities?

The identification of SEND should be built into the overall approach to monitoring the progress and development of all students. The Academy believes that each child and their parents have a right to be involved in making decisions and exercising choices. The Academy is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students. The Academy uses the graduated approach and staff make ongoing assessments throughout the year and inform the SENDCo regularly tracking student progress using the pupil profiles. Feedback on student progress is via termly reports, parents' evenings and student review meetings. Parents can contact either the class teacher or the SENDCo at any time to discuss their child's progress

How do we work with parents and students?

Parents/carers are invited to review meetings, parents' evenings to contribute to their child's Profile. Information on support agencies outside of school are available from the SENDCO and family support advisor.

Parents/carers can contact their class teacher by phoning or emailing the school office. Parents are kept up to date with their child's progress through parents' evenings, reviews meetings and reports three times a year. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENDCo may also signpost parents of students with SEND concerns to the local authority Parent Partnership service when specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor can also be contacted in relation to SEND matters.

Parents / Carers Said: They would like to have the SENDCo at all the Academy open evenings and any time they are in school to discuss their child.

We did: The SENDCo will now be available at a meet the SENDCo at every parents evening three times a year.

Adapting the curriculum & interventions

All students in the academy are placed into appropriate classes according to their profile on entry. All teachers are expected to enable and adapt to match individual needs. A team of Teaching Assistants provide additional support across all years to ensure students' progress well.

Further strategies to ensure children can access the curriculum include:

- Keeping staff fully informed of the special educational needs of any students in their charge including sharing pupil progress reports, medical reports and teacher feedback
- Providing regular CPD opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEND
- Ensure that the Curriculum allows all pupils to make progress and that bespoke curriculums are introduced where appropriate for children to make progress and are appropriate to their primary needs. This is done with full parental support.
- Using in-class provisions and TA support effectively to ensure that the curriculum is adapted and enables all children to progress where necessary.
- Implementing Individual access arrangements for informal and external examinations

Support for Transition

Communication between primary and secondary starts from Year 5 and before in some cases. Most students will attend transition week in Year 6 as well as a longer supported transition in year for those with special educational needs. Bespoke transitions are provided for pupils who require additional support to secondary education to support both child and parents. The secondary academy co-ordinator attends any meetings at Tuxford Primary Academy prior to transition to ensure a smooth and supported transition period and meets with the SENDCo to discuss access and curriculum arrangements for children dependent on their needs.

Working with the support of agencies

The SENCO at the academy is fully qualified and has extensive experience in the role. The Academy works in partnership with the Educational Psychology service and the Support for Families and Schools Service. It also has a good professional working relationship with many outside agencies including Family Services, Health and Child and Adolescent Mental Health Service.

For further information

Please visit our Local Offer on the Nottinghamshire County Council website nottinghamshire.sendlocaloffer.org.uk

All our policies can be found on our school web site www.tuxfordprimary-ac.org.uk