



**TUXFORD**  
— Primary Academy —

**Tuxford Primary Academy  
SEND Information Report**

*September 2021-2022*

***‘Preparing for a bright tomorrow’***

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.

## Tuxford Primary Academy SEND Code

### Individuality

- All pupils are treated as individuals in their own right, even if their needs are similar. Our schools expectation 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 steps

## **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.
- Parents feel supported and can communicate effectively with all members of staff to share and support their child's learning in school.

## **1. What kind of special educational needs does the school/setting make provision for?**

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
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- **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

## 2. How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**Special Educational Needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is **additional to, or different from, that made** generally for others of the same age in a mainstream setting in England

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer

## 3) The kinds of special educational needs (SEND) for which provision is made at the school?

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
  - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
  - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
  - Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made.

In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child’s needs can be **better met in specialist provision**

**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

#### **4) How does our school know if children need extra help?**

##### **We know when a pupil needs help if:**

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs or a medical professional has made an assessment on the child's need.

#### **5) What should a parent do if it thinks their child may have special educational needs?**

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher/subject teacher/ form tutor. This then may result in a referral to the school SENDCo whose name is: Rachael Cottam Contact: [rcottam@tuxfordprimary-ac.org.uk](mailto:rcottam@tuxfordprimary-ac.org.uk)
- Parents may also contact the SENDCo or the Principal Mrs Witham directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

#### **6) 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 using WEDUC. 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.

## 7) How will the school support a child with SEND and how will pupils be involved in decisions regarding provision that can better meet their needs?

The Academy believes that each child and their parents have a right to be involved in making decisions and exercising choices. At Tuxford Primary Academy uses **One Page Profiles** Pupils are involved in the creation by identifying their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success.

Each term, this information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

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.

All pupils will be provided with high quality teaching that is adapted to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. classroom observation by the senior leadership team, the SENDCo, external verifiers,
2. ongoing assessment of progress made by pupils with SEND,
3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND,
5. pupil and parent feedback on the quality and effectiveness of interventions provided
6. attendance and behaviour records.

- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
  - All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these at Parents' Evenings and within school reports.
  - Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and the raising standards lead/SENDCo and if appropriate, the pupil themselves.
  - Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
  - Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
  - Action relating to SEN support will follow an assess, plan, do and review model:
  - **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENDCo in order to make an accurate assessment of the pupil's needs.



Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

- **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
- **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents’ aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
- **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies and the SENCo regarding strategies to best meet the specific needs of a pupil.

This will only be undertaken after parent permission has been obtained and may include referral to:

- 1. Local Authority Support Services (SFSS) Specialist Family Support Services**
- 2. Specialists in other schools within Diverse Academies Trust e.g. teaching schools, special schools.**
- 3. Social Services**
- 4. Health partners such as School Nurse and Child & Adolescent Mental Health Service (CAMHS) Community and Mental health services**

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school’s own resources, with parent permission a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

## 8) How will the curriculum be matched to each child's needs?

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENDCo) and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or such as large font size or additional adult help. All teachers are active to enable and adapt the learning in school 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

## 9) How will parents be helped to support their child's learning?

- The class/subject teacher or SENCD0 may also suggest additional ways of supporting your child's learning.
- Tuxford Primary Academy organises a number of parent workshops during the year. These are advertised in the school newsletter and on our social media page and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENDCo: **Rachael Cottam** who will locate information and guidance for you in this area.

## **10) How will the school evaluate the effectiveness of the SEN provision made for pupils?**

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

## **11) What support will there be for children overall well-being?**

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Senior Leadership Team.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. We have trained staff who may support pupils by delivering ELSA (Emotional Literacy Support) outside of class.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

## **12) Pupils with medical needs (Statutory duty under the Children and Families Act)**

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves staff who volunteer to administer and supervise medications, will complete formal training and any specialist medication training will be verified by a specialist school nurse as being competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

## **13) What training do the staff supporting children and young people with SEND undertake?**

In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties and where needed are trained in coping with risky behaviours by the local authority.
- How to support pupils with speech, language and communication difficulties.
- Advanced Behaviour Therapy

### **Specialist training has been provided to the SENDCo on:**

- The SENDCo Coordination award.
- The school has regular visits from SEN specialist teachers from the local authority and the Behaviour Support Team (BPBP) who provide advice to staff support the success and progress of individual pupils.
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant if they are not seen in clinic.

- The Governor with specific responsibility for SEND has completed the SEND Governor training.

#### **14) How will my child be included in activities outside the classroom including school trips?**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

#### **15) How accessible is the school environment?**

In the last three years the following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception.
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps have replaced the two steps into school to ensure the site is accessible to all.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.
- A Nurture Room/Classroom has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils.

Our Accessibility appendices describes the actions the school has taken to increase access to the environment, this is available via the school website.

#### **16) How will the school prepare/support my child when joining or transferring to a new school?**

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. • If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

#### **Transition to the next school, preparation for adulthood and independent living**

##### **Primary:**

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate. For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.

## 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.

### 17) How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
  - A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
  - The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
  - For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities Additional and or High Needs SEN Funding allocation.
  - This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
    - Targeted adapted teaching and learning of the curriculum to increase access to (desk copies of information, work buddy, accessible text, IT e.g. read aloud software,
    - Different recording strategies, additional time etc.)
    - In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc.)
    - Out of class ELSA support (relationship building, social, emotional skill development)
    - Small group tuition to enable catch up (subject or targeted at additional need)
    - Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's
    - Difficulties in attendance, behaviour, physiological and emotional needs etc)
    - Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
    - Partnership working with other settings (shared resources e.g. Parent Support Advisor; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)
    - Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
    - Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
    - Implementation of strategies from support agencies e.g. Behaviour Support from Bassetlaw Primary Behaviour Partnership/Educational Welfare Support.

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENDCo or a member or a member of Senior Leadership Team.

## **20) Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The SENDCo: Rachael Cottam [rcottam@tuxfordprimary-ac.org.uk](mailto:rcottam@tuxfordprimary-ac.org.uk)
- The Principal: Jo witham [jwitham@tuxfordprimary-ac.org.uk](mailto:jwitham@tuxfordprimary-ac.org.uk)

• For complaints, please contact the School Governor with responsibility for SEN. Colin Shuttleworth. You can find this information within our complaints policy on our Diverse Academies website.

<https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/08/Concerns-and-complaints.pdf>

Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service;

<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network>

## **21) Information on where the Local Authority's Local Offer can be found.**

Please visit our Local Offer on the Nottinghamshire County Council website [nottinghamshire.sendlocaloffer.org.uk](http://nottinghamshire.sendlocaloffer.org.uk)

All our policies can be found on our school web site [www.tuxfordprimary-ac.org.uk](http://www.tuxfordprimary-ac.org.uk)

**During the current pandemic visits will be compliant with social distancing measures. This may include interactive meetings or, when a physical meeting is required safety measures will be put in place.**