



## **TUTSHILL C OF E SCHOOL**

**Headteacher: Miss J Lane BA (Hons)**  
**Coleford Road, Tutshill, Chepstow, NP16 7BJ**  
**Email: [admin@tutshillcofe.gloucs.sch.uk](mailto:admin@tutshillcofe.gloucs.sch.uk)**  
**Tel: (01291) 622593**

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### **SEN Information 2017**

#### **Questions from a Parent Carer's point of view**

##### **1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

Children who need extra help are identified as a result of concerns raised by teachers, usually because they are achieving at levels significantly below other children their age or because they are making slower progress than other children their age. Concerns may also arise from observed difficulties such as significant difficulties with behaviour, social skills, speech or co-ordination.

If you think your child may have special educational needs, arrange an appointment to speak to their class teacher. The teacher may then arrange for you to meet with the SENDCo (Special educational needs and disabilities coordinator) if needed.

##### **2. How will the school support my child?**

Your child's class teacher will plan each pupil's education programme. Work in class is set at different levels of difficulty to suit pupils' individual needs, building on what each child is already able to do and planning the next step in their learning. This may include additional general support by the teacher or teaching assistant in class.

The SENDCo is responsible for overseeing provision for children who need extra help, including monitoring the support given in class and liaising with other professionals as required.

If your child has needs related to more specific areas of their education, such as phonics skills, reading, etc. then they may be placed in a small intervention group run by a teacher or teaching assistant. . The length of time the intervention will run will vary according to need, but they generally continue for around ten weeks. Each intervention group is set up using a pre/post-intervention sheet in which an exit criteria is established, with clear steps to success, in order for all targets to be specific, measurable and achievable. Dependant on the intervention and the needs of the child, close attention is paid to the timetabling of such support. Interventions are timetabled by the Headteacher or SENDCo and regularly reviewed by all involved to find out if they are working and to plan what to do next.

Occasionally, a pupil may need more expert support from an outside agency or the school may require specialist advice. A referral will be made, with your consent, and forwarded to the most appropriate agency. They will usually observe your child in class before providing support or advice to the class teacher or SENDCo, which may include making changes to the way your child is supported in class or advice about an intervention group. A meeting will sometimes be arranged with you to discuss the support that can be provided and how you can support your child's learning or to gather information to gain a more detailed understanding of your child's needs. This involvement is usually for a limited amount of time or a limited number of visits.



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### **3. How will the curriculum be matched to my child's needs?**

Teachers plan different levels of work in class to enable each child to understand what they are doing. This is often called differentiation and will depend on the individual child's needs but may include different resources, simplified tasks, more practical ways of recording learning or support from the teacher or a teaching assistant for particular activities. Teaching assistants may be allocated to work with the pupil in a small focus group to target specific needs. At other times the class teacher will work alongside the group.

If a child finds a particular subject difficult or a concept within the subject difficult, this doesn't always mean they have a special educational need. Class teachers will talk to parents and children so identify small suitable targets so the pupil can make progress in this area. The school may refer to these as Individual Learning Plans, ILPs.

If a child has been identified as having a special educational need, their class teacher will write a My Plan. This will include targets (set according to their area of need) and an outline of the extra support that the child receives in the classroom and through intervention groups. My Plans will be discussed with parents each term (Autumn, Spring and Summer) in order to review targets and plan for next steps.

Where a child or family have more complex needs, a 'My Assessment' may be needed to aid understanding of the needs and inform effective planning. My Assessment focuses on listening to the family to understand what is happening for them and what they need to help them make positive changes. My Assessment also draws together information from a range of practitioners into one document so that a detailed analysis can be made and an action plan developed.

The plan that is attached to My Assessment is called My Plan+ and the + signifies that it has been informed by a holistic assessment of need. My Assessment requires the Lead Practitioner to coordinate gathering all information together and arranging for a Team Around the Child (TAC) or Team Around the Family (TAF) meeting to regularly review the My Plan+. This will help the child, young person and his/her family experience a more coordinated and joined up approach.

### **4. How will both you and I know how my child is doing and how will you help me to support my child's learning?**

Teachers regularly assess the achievement of each pupil in their class through marking pupils' work, working with or observing pupils and through discussion with other adults working with the pupils (for example, teaching assistants). You will be able to discuss your child's progress at reviews throughout the year and parental consultation evenings. You can also arrange an appointment with your child's class teacher at any time through the year if you wish to raise a concern or seek clarification.

At parental consultation evenings or review meetings, the class teacher may suggest ways that you can support your child's learning. Homework, including daily reading, is the most important way that you can help your child to be successful in their learning.

You will be informed if your child is taking part in any intervention groups, either at parents' evening or through a discussion arranged by the class teacher. This discussion will give you the



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opportunity to ask any questions that you have about the intervention support. At the end of the intervention, there will be another opportunity for a discussion with the class teacher or the teaching assistant who has delivered the intervention. This provides you with the opportunity to find out about the progress your child made during the intervention and to share your views about any impact that you have noticed.

If any outside agencies are involved with your child, with your consent, then you will receive copies of their reports. You may also be invited to meet with them to discuss your child's needs and how they are being supported.

If a child has an Education, Health & Care Plan, EHCP, they will have an annual review meeting each year to review their progress and to set targets for the following year. This meeting will involve the pupil (if appropriate), parents, SENDCo, class teacher and any other professionals who are involved. Should the needs of the child change before this annual review, the school is able to call and early review to reassess the needs of the child.

### **5. What support will there be for my child's overall wellbeing?**

If a pupil has a medical need, an EHCP will be compiled with support from school staff, external agencies and in consultation with parents/carers. These are discussed with all staff who are involved in working with the pupil and will include details about the administration of any necessary medicines or the provision of personal care.

The school has a clear behaviour policy. For children who are struggling to comply with the behaviour expectations, an individual behaviour plan will be set up, including regular meetings with parents and children to set targets and ensure that appropriate provision is in place.

Additionally, class teachers are available to meet with parents or pupils who wish to discuss issues or concerns relating to behaviour, emotional wellbeing or attendance.

Furthermore, if a child has social, emotional or mental health needs that require support, Tutshill also has Nurture provision. Nurture groups are an in-school, teacher-led intervention of groups of less than 12 students that effectively replace missing or distorted early nurturing experiences for both children and young adults; they achieve this by immersing students in an accepting and warm environment which helps develop positive relationships with both teachers and peers. Our Nurture group, The Busy Beehive, is led by two highly skilled and qualified Nurture practitioners. It provides children with further personalised learning opportunities in which they are able to work at their own pace, in a safe and secure environment. The purpose of Nurture provision is to improve a child's social and emotional skills and strengthen their social networks, as well as improving their behaviour as a result of an improved wellbeing and self-esteem. In addition to this, studies have found a statistically significant advantage in academic progress for pupils that attend Nurture groups as they develop their wellbeing and reduce their barriers to learning. To support this, our Nurture practitioners work closely alongside class teachers in order to set, review and provide opportunities for children to work towards set targets.



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### 6. What specialist services and expertise are available at or accessed by the school?

Occasionally, if a child has considerable needs and has not responded well to interventions and support put in place by the school, it may be necessary to work with outside agencies to access more specialised expertise or a better understanding of the child's particular needs.

The agencies used by the school include:

- Educational Psychologist (EP)
- Advisory Teaching Service (ATS) - within these the service provides the following specialisms:
  - Communication and Interaction
  - Hearing Impairment
  - Visual Impairment
  - Physical Disability
  - Cognition and Learning
  - Social, Emotional & Mental Health Difficulties
- NHS Speech & Language Therapist (SaLT)
- Occupational Therapists
- Training providers e.g. Makaton training
- Families First Plus Service /OR Families First Service
- Children and Young People Service (CYPS)
- Child and Adolescent Mental Health Services (CAMHS)
- Social Care services, including Early Help workers
- NHS Paediatricians
- NHS School Nurse
- Education Welfare Officer (EWO)
- Autistic Spectrum Disorder Outreach Team (ASDOT)
- Early Years Portage and Inclusion
- Sensory Support Service (Hearing Impairment Team)

At Tutshill School we have a skilled teaching assistant that has previously worked alongside a qualified speech therapist. Focused and timely support is given to children that have difficulties with communication and language.

### 7. What training are the staff supporting children with SEND had or are having?

As previously mentioned, our Nurture group is led by two highly skilled Nurture practitioners who both have a Nurture qualification.

Several staff meetings throughout the year are used for the SENDCo or other specialists to train staff in how to differentiate work in class or how to support children with different types of SEN. For example, over the last year, staff have received training about Nurture provision, Makaton and Time To Talk social skills programme. In addition to this, there is training and support for teaching assistant to ensure that all interventions and the progress made from these are recorded and evidenced correctly.



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Teaching assistants have been trained to deliver the interventions that they teach. Individual teachers and teaching assistants attend training courses run by the Local Authority or outside agencies that are relevant to the needs of specific children in their class.

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

Activities and school trips are available to all children. Risk assessments are carried out and procedures put in place to enable all children to participate. However, if it is deemed that an intensive level of individual support is required (above that which the school can reasonably provide) then a parent or carer may be asked to accompany their child during the activity. Children will only be excluded from activities if a risk assessment shows that their behaviour poses a significant risk to themselves or others despite appropriate additional procedures or support. This will be discussed with parents on an individual basis.

### **9. How accessible is the school?**

All classrooms can be accessed by a wheelchair as we are on one level. Throughout the school there is ramped access. Following an audit by a visual impairment specialist from Gloucester County Council in 2016, the school is readily accessible for anyone with a visual impairment.

### **10. How will the school prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?**

When a child joins or leaves the school, there will be a discussion between the previous and receiving schools about the child's needs.

Starting school. If your child is joining us from a previous setting there will be meetings with the setting staff and Tutshill school staff will meet your child at the setting, before even starting at Tutshill. We will know your child learning ability and likes and dislikes in advance so we are able to make the transition as seamless as possible.

Should your child join us during a school year, we will make contact with their previous school so that we have all necessary information. Should your child have an EHCP the objectives will continue to be met at Tutshill, again meeting the child's needs as stated in the EHCP.

In the summer term of Year 5, pupils attend a taster day at the local secondary school. Additionally, Year 6 pupils attend transition days or sessions at their secondary school in the summer term. Additional visits are also sometimes arranged for pupils with special educational needs to help them to feel confident about moving up to secondary school.

### **11. How are the school's resources allocated and matched to children's special educational needs?**

Each financial year, part of the school's budget is allocated to providing additional support or resources, including staffing, for example teaching assistants. In addition to this there are many assessments carried out to identify how we can further support your child. We are able to conduct visual screening tests, identify dyslexic traits as a result purchase necessary equipment such as colour paged books, writing slope and pencil grips.



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If a child has significant needs requiring considerable individual support or resources which cannot be provided from the school budget, the SENDCo can apply for extra money (called 'top-up funding') from the Local Authority if the child's needs and support provided meets the criteria. The school has an obligation to meet the objectives as set out in the children EHCP.

### **12. How is the decision made about what type and how much support my child will receive?**

These decisions are made by the SENDCo in consultation with the child's class teacher and the Senior Leadership Team. Decisions are based upon termly tracking of pupil progress or other assessments.

We follow a 'graduated approach', which means that support will usually first be through differentiated work in class. This support will then be evaluated and further support offered if needed, for example a specific intervention. If a child continues to make limited progress after different types of provision have been tried and evaluated, then the SENDCo may make a referral to a relevant specialist or outside agency (with parental consent) for specialised expertise.

Pupil progress meetings are held three times each year. These are meetings where the class teacher meets with the Headteacher to discuss the progress of all pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. For example, the meeting may identify a small group of pupils in the class who would benefit from a specific intervention. At the end of each intervention, a post intervention sheet (as previously mentioned) will be completed which will include assessments and comments about the progress made by each child. This information is then used by the SENDCo to inform future support.

My Plans or My Plan+s for children with identified special educational needs are reviewed three times a year, including assessing whether the child has met each target and reviewing the impact of the support that has been provided.

If any outside agencies are involved with a child then support will be discussed and reviewed by the SENDCo and the professionals involved, drawing upon their assessments, observations and expertise.

For a child with very significant or complex special educational needs, the school (or you as a parent) can request that the Local Authority carry out a statutory assessment of your child's needs. If the information provided shows that the child's needs meet the criteria, the Local Authority will ask you and all professionals involved with your child to write a report outlining your child's needs and the support that your child requires. These reports are then used by the Local Authority to decide if your child's needs are severe, complex and lifelong and if they need intensive support in school or specialist provision to make good progress. If this is the case then they will draw up an Education, Health and Care Plan (EHC Plan) which outlines the support and strategies that should be put in place and includes long-term goals for your child.



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If a child has an Education, Health and Care Plan, they will have an annual review meeting each year to review their progress and to set targets and provision required for the following year. This meeting will involve the pupil (if appropriate), parents, SENDCo, class teacher and any other professionals who are involved.

### **13. How are parents involved in the school? How can I be involved?**

Parental contribution to their child's education is through discussions with the class teacher, including parental consultations' evenings.

Regular newsletters are made available on the school website to keep parents informed about events in school. The school website also provides information about the school curriculum, events and important policies. Further information regarding your child's learning can be found on your child's eSchools page.

Parents are regularly invited into school to find out about what children are learning and to participate in events and workshops.

For some children with identified educational needs, parents are also involved through discussions with the SENDCo or other professionals.

### **14. Who can I contact for further information?**

Your first point of contact should be your child's class teacher. You can arrange a meeting with them by speaking to them at the end of the school day or through the school office. The class teacher will then be able to direct you to other staff who may be able to help, such as the SENDCo, Headteacher or other professionals.

There is a named governor who meets with the SENDCo several times throughout the year in their role as SEN governor. Their role is to support and challenge the school to ensure that it is as inclusive as possible. They monitor and review relevant statutory policies.

<i>Headteacher:</i>	<i>Miss J. Lane</i>
<i>SEN Governor:</i>	<i>Dr S. Rowe</i>
<i>SENDCo:</i>	<i>Mrs H. Williams</i>

If you are considering your child joining our school, please contact the school office who will be able to direct you to the Headteacher or SENDCo for further information and will be able to arrange an appointment for you.

### **Other sources of support**

SENDIASS Gloucestershire is the Special Educational Needs and Disability Information, Advice and Support Service. It provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND).

**Website:** <http://sendiassglos.org.uk/>





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SENDIASS has a freephone telephone helpline **0800 158 3603** which is available Monday to Friday 9.00 am – 5.00 pm all year round. Callers who are using a mobile phone can dial **01452 389345** as an alternative.

You can contact Supportive Parents for information and support about special educational needs, including help with SEN paperwork.

**Information and Support:** 0117 989 7725 (Mon, Wed, Fri 10am -2pm Term-time)

**Email:** [support@supportiveparents.org.uk](mailto:support@supportiveparents.org.uk)

**Website:** [www.supportiveparents.org.uk/](http://www.supportiveparents.org.uk/)

1 Big Database is another website where you can find out about organisations, support, events and other useful things going on in your area.

**Website:** [www.1bigdatabase.org.uk](http://www.1bigdatabase.org.uk)

The Local Offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child. You can find out more about how to use Gloucestershire's Local Offer at <http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>