



**Tattershall Primary School**  
*Believe, Achieve, Succeed*

# **Tattershall Primary School**

## **Special Educational Needs and Disabilities (SEND)**

### **Information Booklet**



## What are special educational needs and disabilities (SEND)?

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their behaviour or ability to socialise, for example pupils with autism may struggle to make friends. They can affect academic learning, for example a child may have reading problems because they have dyslexia. They can affect their ability to understand things or their concentration levels, for example because they have ADHD. They may also affect their physical ability. The broad areas of special educational needs that we support at school are:

- \* Cognition and Learning difficulties
- \* Speech, language and communication difficulties
- \* Social, emotional and mental health difficulties
- \* Physical or sensory difficulties

## Our aims for pupils with SEND

Our aim for pupils with Special Educational Needs and Disabilities are the same as for all of our pupils; to provide a broad and balanced curriculum and the highest quality of education. We have high ambitions for our SEND pupils and set targets that stretch them.

We are a very inclusive school and we will support pupils to ensure their integration and curriculum entitlement. We value personal and social development and this is central to our provision.



## How do we involve, parents, Carers and families?

We are a friendly and approachable school. We actively encourage partnerships with parents and carers. Our aim is to inform and involve parents as much as possible in school decision making and provide them with support, advice and access to services. Our parents appreciate this approach.

Our view is that you are the expert on your child's needs and for that reason we will encourage you to take the lead when producing profiles for your child and setting outcomes.

## How do Pupils participate?

We listen to our pupils and enable them to be active participants in their learning. We encourage them to evaluate themselves as learners and express opinions and make choices. All of our SEND pupils have pupil centred passports that are produced in conjunction with the pupil and family and enable them to identify their strengths and difficulties, ways of learning best and what support they may need.

We have pupil centred reviews that allow us to capture the views of your child and these will often involve your child preparing what they want presented at the meeting and helping to set the agenda.





## What is our approach to teaching?

We are a supportive and nurturing school and we are lucky to have a very dedicated staff team, all of whom view themselves as teachers of all pupils with SEND. Our staff are always developing their skills to ensure quality provision for pupils with a range of learning needs.

We have a clear approach to training to develop a more in depth expertise among staff to give a broad understanding of all areas of need. Our overall aim is to provide the highest quality of teaching for all pupils and be inclusive and understand the need for adjustments and additional support in class for some pupils.

## What school policies do we have?

The school has a policy for Special Educational Needs and Disabilities which explains how we identify pupils with SEND and what procedures we have in place. Additional policies, including our Mental Health and Wellbeing Policy, and Policy for Supporting Pupils with Medical Needs also outline how we aim to support pupils with additional needs and can be found on our policy section of the website.

## Equality

We are committed to equality and ensuring that all pupils and their families as well as staff are treated with the respect and equality of opportunity they are entitled to. More information can be found [here](#).



## Our school procedures

Our procedures allow early identification of difficulties and close monitoring of progress using the assess, plan, do, review cycle.

**Assess** - When concerns are raised by pupils, parents and families or teaching staff, a meeting will take place with the class teacher and an internal referral form will be started outlining concerns.

**Plan** - The class teacher will meet with the parents and SENDCo to discuss the area of concern and create smart targets on an Individual Learning Plan (ILP).

**Do** - Additional support will be put in place for them and the internal referral form will be updated with the support that is taking place.

**Review** - Their targets will be reviewed with you termly and the assess, plan, do, review cycle will be completed again. After the review of the second cycle, targets will be discussed with the teacher, parents and SENDCo and if progress has not been attained outside agencies will be contacted.

### Education Health and Care Plan (EHCP) -

If your child has more complex and enduring needs, or remains significantly behind, then a request for 'statutory assessment' can be made. If an Education, Health and Care plan is agreed then your child is likely to have more specialist provision and additional adult support. You will also have person centred review meetings each year to talk about their achievements and progress, and what is working and isn't working well.



## How do we assess and review progress?

Your child's progress will be reviewed with you at their review meeting. This takes place each term and you will be able to book a longer slot with the class teacher. At the meeting we will review your child's progress based on the outcomes and targets that you agreed together. Information will be shared with you on how they are progressing in class. You may discuss their personalised support and the teacher will talk to you about the information from test results or assessments.

## Measuring effectiveness

We track the progress of our SEND pupils, and evaluate their SEND provision very carefully. We look at how well they are meeting objectives and how well support is meeting needs. We use test and assessment data to help us measure progress. Our SENDCo works alongside school leaders to undertake purposeful, and connected, monitoring of all of our SEND procedures and provision to check its effectiveness. This includes observing lessons and looking at work in books.





## Supporting pupils transferring

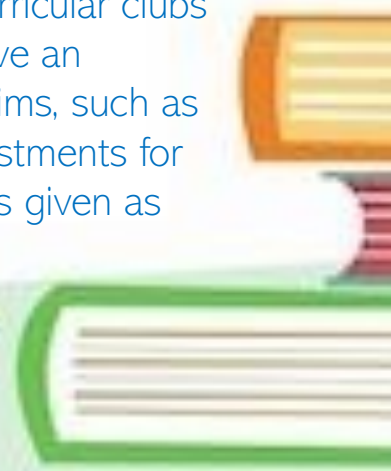
We understand that transitions can be particularly difficult for pupils with special educational needs and we work closely with local schools and agencies to ensure as smooth a process as possible. We can arrange additional support for their secondary school transfer such as extra visits. If your child is moving schools to a new primary school, or coming from another primary school then we will always endeavour to talk to the relevant staff in person and ensure all support needs are in place.

We have close links with our local nurseries and we will visit your child in their nursery setting to get to know their needs. Children with EHCP plans will have transfer review meetings for nursery to primary and primary to secondary transitions.

## Equal access for all

We aim to have pupils with SEND fully represented in all areas of school life. This includes monitoring to ensure their inclusion in awards, school productions and as representatives. Our reward systems are based on attitudes to learning and values, allowing all children to feel a sense of achievement.

We ensure they have access to extra-curricular clubs including sports teams, as well as arranging for extra-curricular clubs to meet particular needs. We have an accessibility plan that includes aims, such as our commitment to making adjustments for off site visits so that your child is given as much access as possible.



## How accessible is the school for pupils with a disability or Special Educational Need?

The school is fully accessible to wheelchairs and there is an accessible toilet. We also have a hygiene suite which includes a shower. We carry out an accessibility survey annually to ensure that there are no problems, and this is carried out more regularly should the need arise. We use technology to support children's learning and use specific equipment and resources to support individual and specific needs.

Our Accessibility Plan can be found [here](#).





## Additional support, equipment and facilities

If your child is on the SEND register they will have some additional provision or intervention to help meet their needs. This could be support in maths, reading, writing, spelling or phonics groups or support with memory, regulation, specific learning skills. The level of support they get will depend on factors like their overall progress and attainment compared to their class or age-related expectations. We will also look at barriers to learning and more specific difficulties. Your child may need additional adaptations and specialist equipment such as reading overlays, fiddle toys, sensory aids or adapted writing materials. Specialist intervention programmes may be provided such as 1:1 reading, speech and language groups or physical therapy programmes. Some pupils may follow a more personalised curriculum and have additional adult support.

## Help for your child

Adapting the curriculum and learning environment is part of the support for pupils with special educational needs. Teachers adapt lessons and group children flexibly to allow every child to achieve in the areas they are able to, and to work with all members of the class. We will follow up any difficulties with pre-teaching or sessions post teaching on areas they need more support with. They may work in additional guided groups with a teaching assistant or teacher.



## Our Mental Health and Wellbeing offer

We recognise the importance of good mental health and promoting wellbeing in a positive way. We also understand that mental health problems are a growing concern for schools, with three pupils in each class-room expected to develop some sort of mental health difficulty in the future.

## Our Support Structure

We have developed strong levels of support to ensure the wellbeing of all of our pupils and promote the development of self awareness, emotional regulation, social and relationship skills, and problem solving.

### **Universal support**

A nurturing school ethos and a strong set of school values. An emphasis on developing character and independence.

A PSHE curriculum that addresses mental health and a clear anti-bullying policy wellbeing support for all pupils including lunchtime clubs, Wellbeing Ambassadors and opportunities to talk in the classroom.

### **Targeted Support**

We have invested in staff training for mental health. We have a mental health lead and mental health first aider. We have invested in some nurture training, although this offer is still in development.

### **Specialist support**

We are able to refer on to more specialist support such as CASY counselling and Healthy Minds.



## Speech and Language

Speech, language and communication needs are widespread and affect many pupils in different ways. Language difficulties are also thought to be a strong predictor of later problems with maths and English.

We have a strong emphasis on the importance of child talk over teacher talk. We promote a range of well-founded teaching techniques to promote talk in the classroom that involve different ways of grouping and assigning talking roles.

We believe that early intervention with speech and language difficulties is vital and we screen and support early in the early years' foundation stage. We use the Nuffield Early Language Intervention to assess and support progress. Language development is promoted throughout school and across the curriculum.





## What training and experience do staff working with pupils with SEND have or are currently undertaking?

We have two qualified members of staff holding the National SENCo Award and they are also Senior Leaders.

All teaching staff at Tattershall Primary have Qualified Teacher Status and have undertaken various training and qualifications.

Two members of staff have had ELKLAN training (qualification in Speech and Language development).

All staff are trained in delivering Little Wandle phonics and the interventions they provide.

Specific training on particular areas of SEND has been given all staff. This includes Autism, Dyslexia, Down Syndrome, De-escalation and Regulation and restorative practice.

Training in relation to specific medical conditions has also been undertaken.



## School information

School name	Tattershall Primary School
Address	Tattershall, Lincoln, LN4 4QZ
Telephone number	01526 342045
Name of head teacher	Lyndsey Wood
Name of SENDCo	Abigail Mottram
Name of send governor	Sarah Rodgers
School email	Enquiries@tattershallprimary.lincs.sch.uk
Website address	<a href="https://www.tattershallprimary.lincs.sch.uk/">https://www.tattershallprimary.lincs.sch.uk/</a>
Specialism	Mainstream
Date of last inspection	May 2023 (Ungraded)
Outcome of last inspection	Good (last graded inspection in 2018)
Does school have a specialist designated unit/additional learning support department?	No
Total number of students with special educational needs at setting	22
Number of students receiving additional learning support	Total: 22 No with EHCP: 5 No with Top Up Funding: 0 No at SEN Support : 17



## Admissions

As a maintained school, the Local Authority is our admissions body. We follow the LA expectations in relation to oversubscription criteria. Our admissions process and policies can be found on our school website by clicking on the link below:

[Tattershall Primary School Website—Admissions](#)

## Responding to concerns and worries

We are a very approachable school and all of our staff are easily available. You can chat to your child's teacher at the beginning or end of the day and you can also arrange appointments with the class teacher if you need more time or a more confidential space.

If you have an issue that you don't feel can be resolved in school you can also approach our governing body. Our SEND governor can also help with complaints procedures.

