Special Educational Needs and Disability (SEND)

Information Report

(In partnership with the Suffolk Local Offer for SEND)

May 2016

Latest review July 2023

**Introduction**

This report has been produced in partnership with Suffolk’s Local Offer which can be found via the following link –

[www.suffolk.gov.uk/children-families-and-learning/SEND-and-the-local-offer/](http://www.suffolk.gov.uk/children-families-and-learning/SEND-and-the-local-offer/)

In 2014 the Children and Families Act led to a new Code of Practice for Special Educational Needs and Disability. The latest version of this document can be found via the following link-

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

There is also a support service for SEND – known as SENDIASS

(Special Educational Needs and Disabilities Information Advice and Support Service) that can be contacted via the following link –

[www.suffolk.gov.uk/sendiass/sendiass-for-parents-and-carers/](http://www.suffolk.gov.uk/sendiass/sendiass-for-parents-and-carers/)

What is the Local Offer?

The new Code of Practice requires all local education authorities to publish their arrangements for children and young people with SEND. This means that parents and carers can see what is offered across the county and what they can expect to be provided for their child/children. This information is referred to as the Local Offer.

What is the SEND Information Report?

The new Code of Practice requires all schools to publish their arrangements for children and young people with SEND. This means that parents and carers can see what is offered in the school and what they can expect to be provided for their child/children. This information is referred to as the SEND Information Report and is specific to the school.

What is SEND?

The Code of Practice clearly states that schools must do their best to ensure that all pupils receive an appropriate education that fulfils their needs and enables them to reach their potential. This includes pupils with Special Educational Needs and Disabilities. There must be an identified teacher who is responsible for ensuring that this is in place for SEND pupils and for ensuring that parents are aware if their child has been identified as having SEND. There must also be an identified governor who is responsible for ensuring that the school is doing its best for SEND pupils.

**At Tattingstone the teacher with responsibility for SEND is Mrs Derrett. She can be contacted via the school office on 01473 328488 or by emailing her at head@tattingstone.suffolk.sch.uk**

**At Tattingstone the governor with responsibility for SEND is Mrs Vinnicombe. She can be contacted via the school office on 01473 328488.**

A pupil will be identified as having SEND if they require provision that is different from and additional to that which is provided for all pupils through high quality teaching and excellent pastoral care. Consideration of past educational progress and any identified medical conditions will form the basis of the identification. The need or needs will then be put into one or more of four main categories of needs – **Cognition and Learning; Communication and Interaction; Social, Emotional Mental Health; Sensory and/or Physical.**

An initial meeting will be held to discuss what the school can put into place to meet the pupil’s needs and a plan will be drawn up. This plan will need to be reviewed regularly with you and your child and meetings will be held as required. If the needs are so significant that outside help or provision is required, there is an option for asking the local authority to carry out a statutory assessment. If successful this could lead to an Education, Health and Care Plan – EHCP. EHCPs reflect a joined up service between Education, Health and Social Care.

What kinds of SEN can the school cater for?

At Tattingstone we will do our best to meet the needs of pupils with any SEND. We always endeavour to ensure that they can learn alongside their peers in a mainstream classroom and receive the support that they need to do so. The teaching staff work hard to ensure that they adapt all learning experiences to cater for pupils with SEND and the support staff are skilled in making sure that these pupils are fully included, whilst at the same time, encouraging independence and confidence. Individual interventions are put into place for each SEND pupil and this will reflect their personal need. If a pupil is finding difficulty with basic literacy and/or numeracy we will deliver specific programmes to address this, either in small groups or on a one to one basis. For others who have a specific learning difficulty we will offer programmes, strategies and support according to individual need. Speech and Language provision will be planned according to identified needs or individual guidelines from therapists and staff will endeavour to give as much opportunity as possible for these skills to be developed across the curriculum. Other communication difficulties that are associated with conditions like Autistic Spectrum Disorder and other developmental disorders, will be catered for according to individual need. For pupils who have social, emotional or mental health needs we offer a nurturing environment that is enhanced by us being a small school, with staff in all roles taking time to get to know pupils and understand their needs. For pupils with sensory and/or physical needs we offer a safe environment that is easily accessible and where necessary, adapted accordingly. We liaise with health care professionals to ensure that individual needs are met and if programmes of therapy are recommended, we will carry them out.

We may also ask for help from outside agencies and in some cases we may decide that it would be in the best interest of a pupil for them to spend some of their week in a specialist placement. This is called “dual placement” and is available in Suffolk in a variety of specialist settings.

How will the school identify and assess SEND?

At Tattingstone we always ensure that we regularly record information about pupil progress and achievement and that this information is shared with parents and staff. For some pupils there will have been a recognition of SEND since they were in Early Years provision and for others it will come later. Staff will ensure that any concerns they have about individual pupils is clearly communicated to the teacher who has responsibility for SEND and at an appropriate time, these concerns will be communicated to parents/carers. Equally the parents/carers themselves may have the initial concerns and they too can make contact with the school to discuss them. If it is felt that the pupil requires provision to be made that is different from and additional to that which is available to all other pupils, then an assessment of need will be carried out. This may be an assessment that can be carried out in school but if not, the help of outside agencies will be requested. Parent/carer’s permission to make these requests will always be sought. Following the assessment/s a meeting will be held to discuss the next steps. If provision is required, then a plan will be drawn up with the pupil and their parent/carer – if not, the school will agree to regularly review the pupil. Plans will normally be referred to as a One Page Profile and will include details of the concerns, the assessments, the provision and any information that will enable the plan to proceed. A time scale for the reviewing the plan will be decided and parents/carers will be kept informed of any issues that may arise.

This structure ensures that the school are following the Code of Practice guidelines of

ASSESS – PLAN – D0 – REVIEW

How will pupils, parents and carers be communicated with?

At Tattingstone we believe that communication is extremely important and will always aim to ensure that pupils and their parents/carers are kept informed. We offer a number of occasions throughout the school year (at least termly) where pupil progress will be discussed. Any parental request to meet and discuss pupil progress will be processed as soon as possible. There are a number of ways that these requests can be made – telephone, letter/note, email or by calling in to reception. If we have entered into a formal process of identifying a pupil as having SEND, then the planning will always identify the date for the next review.

How will the school support the transition between classes and key stages?

At Tattingstone there are number of occasions when pupils move from one class or key stage to another. Teachers plan and prepare pupils for these moves by ensuring that all information and records are passed on and by giving pupils opportunities to experience their new environment. For older pupils this includes liaising with a range of local high schools. At any stage this support is enhanced for SEND pupils through targeted support from our staff and/or outside agencies (including the School Games Organiser where appropriate). We will evaluate any SEND provision that is based on additional Teaching Assistant support and always make informed decisions about when it may be appropriate for continuity to be preserved. When a pupil leaves the school during an academic year we will ensure that records are forwarded in a safe and timely manner. When there is time to do so, we will liaise with the new school and ensure that they have enough information to ensure that support can be established prior to the move. Likewise, we expect the same of schools where pupils join Tattingstone mid-year.

What is the approach of the school to teaching pupils with SEND?

At Tattingstone we ensure that teachers and support staff are fully aware of the needs of each SEND pupil. This enables them to plan accordingly and to have an open dialogue with the teacher responsible for SEND. We carry out regular assessment of how the needs of SEN pupils are being met through learning walks, lesson plan scrutiny and formal/informal discussion. We are committed to including all SEND pupils in mainstream classroom learning, with support and adaptations as necessary. When it is necessary to provide other support, either in small groups or one to one, we will always try to ensure that it is at the most appropriate time, it is not likely to exclude a pupil from an activity that they would be unhappy to miss and that it doesn’t disrupt any continuity of learning in the mainstream classroom. Where it has been decided that a pupil with SEND would benefit from a dual placement in a specialist setting, we will ensure that we liaise closely with the setting and be jointly responsible for the pupil’s progress and achievement.

How will the curriculum and environment be adapted for pupils with SEND?

At Tattingstone we take advice from a range of professionals to make any necessary adaptations to the learning environment. Within reason, we will carry out adaptations that make the building as accessible as possible and provide resources that enable pupils to fully access the curriculum. On an individual basis we will assess when this commitment may require a high level of funding and seek financial support from Local Authority High Tariff Need Funding.

How will staff be trained and to support pupils with SEND?

At Tattingstone we will ensure that all staff have the opportunity to request information and training in any aspect of SEND that they require. This may be to enable them to plan learning effectively, to provide effective pastoral care, to nurture inclusion or to effectively evaluate progress. The teacher responsible for SEND will carry out training for staff – this may be through delivering the training themselves or by securing outside agency support. In many cases, the external professionals who are working with individual pupils are happy to come into the school and carry out training for the whole staff. Sometimes it may be appropriate for staff to go to off-site training provision and we will always endeavour to facilitate this.

How will the school evaluate the effectiveness of the provision for pupil with SEND?

At Tattingstone we regularly review the provision that we have in place for pupils with SEND. This is usually done on an individual basis and is an important part of the planning and reviewing that is carried out for all of our pupils with SEND. We listen to the staff who support provisions and use this feedback, along with formal assessments, to evaluate the impact of interventions. As part of the review system, existing provisions are maintained or discontinued as appropriate, and new ones are introduced where necessary.

How will the school ensure that pupils with SEND engage in all of the activities that are available to other pupils?

At Tattingstone we endeavour to provide a range of activities that make learning interesting and enjoyable. Pupils with SEND are always encouraged to join in and where necessary, we make sure that they have the support to do so. We actively try to identify opportunities for pupils with SEND to take a lead role in activities and to mentor younger pupils.

How will the school support the social and emotional development of pupils with SEND?

At Tattingstone we are committed to ensuring that all of our pupils are supported socially and emotionally. Every member of staff takes time to get to know the pupils and has, due to our small numbers, the ability to recognise any difficulties or unusual behaviours straight away. The systems in place for ensuring that staff are kept up to date with information about the pupils are excellent and response to any difficulty is fast acting. For pupils with SEND this forms a good base for meeting their needs and any further support is engaged according to individual need. We have good relationships with the outside agencies that can provide expertise over and above that which is in school and if necessary we can involve the Educational Psychology team or other means of support.

What outside agencies and support will the school use to help pupils with SEND?

At Tattingstone we will seek help and support from service across education, health and social care. The following table gives an idea of the kind of services we can call upon, but is by no means exhaustive.

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| --- | --- | --- |
| EDUCATION | HEALTH | SOCIAL |
| Local Authority SEND Team  Educational Psychology Team  Education Other Than At Home (EOTAS)  Pupil Referral Units  Thomas Wolsey Outreach  Dyslexia Outreach Service  County Inclusive Resource (CIR)  Behaviour Support Service  Education Welfare | Ipswich Hospital  School Nursing Team  Physiotherapy  Occupational Therapy  Speech and Language Therapy  Primary Mental Health Team  Special Schools Outreach  Autism Suffolk  Clic Sargeant | Integrated Team  Family Support  Team Around the Child  Child in Need  Child Protection  Childrens’ Centres  Anglia Care Trust  Suffolk Family Carers  NND referral |

How will the school handle complaints about SEND?

At Tattingstone we take any complaints very seriously and will always do our very best to resolve them. This is best achieved through open and honest meetings involving all relevant parties and where necessary, independent support. The SENDIASS service can help, either by supporting parents at meetings or informing them of any further course of action that they can take if they feel that their complaints have not been resolved. The electronic links to this service are at the beginning of this report but they can also be reached by phone on Ipswich (01473) 265210.