

# Tadley Primary School

## *Learning for life*



Tadley Primary School is a mainstream Primary School, for children aged 4-11 years old. We pride ourselves that inclusion is at the centre of our school's ethos. We strongly believe that every child, no matter what their needs, should be supported to allow them to have the best education possible.

At Tadley we believe that it is important to equip all children with the skills that they will need throughout their life. Our ethos and curriculum is based around our core values and we strive for all children to be happy, confident individuals who have the life skills to fulfil their potential.

This Information Report has been written alongside parents, Governors and staff and provides you with details about our Special Educational Needs provision. Please click on the links below to find the answers to your questions.

1. Our school environment and resources.
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If you would like further details on any aspects of our school then please contact the school office at [k.lavender@tadley.hants.sch.uk](mailto:k.lavender@tadley.hants.sch.uk)

## Our School Environment and Resources

At Tadley our classrooms are all on one level and are well equipped with Interactive Whiteboards and a wide range of resources to engage pupils in all aspects of their learning.

### HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?

The school is allocated a budget for Special Educational Needs and this is carefully spent to provide for all children with any additional needs. However, at Tadley we often spend over and above our allocated budget, to ensure that programmes and support can take place to meet the needs of all our pupils.

In the Coral Reef room (SEN/ELSA room) there are a range of resources which are used across the school with groups or individuals. This includes books and games to support children with social and emotional development, Speech and Language activities and resources and equipment to support gross and fine motor skills. We also have a range of levelled children's books which are engaging but more accessible, for those children who find learning to read more challenging.

### HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- We have a disabled toilet large enough to accommodate changing which is fully accessible.
- We are not currently a fully wheelchair friendly school site due to small sets of steps, however we will ensure we make any adaptations as required, where possible.
- The school works very closely with specialist advisors for physical, hearing and visual impairments.
- At Tadley we have made several adaptations to our environment over the last few years. These have all taken place to support individual pupils who have needed help to access the environment or remove barriers to their learning. These include:

Specialist furniture bought in

Equipment purchased such as specialist wobble cushions, pencils and pencil grips

New railings bought and put in place at the right height for a pupil

Lino covering tiled areas in four classrooms has reduced classroom noise levels

Step edges painted for a child with Visual Impairment

Individual work spaces organised

Laptop purchased for individual pupil

Large font books bought for individuals

Coloured reading rulers to support children with dyslexia

Coloured exercise books and individual whiteboards to support children with dyslexia

## HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

All children are included in all school activities and trips. Staff will ensure that every child can participate and will ensure suitable provision is in place to allow this to happen.

- Pre- visit risk assessment to school trips will take place to ensure all barriers are removed/ combatted.
- Staff ensure they have talked to parents and any extra support required is discussed.
- Extra staff support may be provided.
- Funding support may be available through Pupil Premium funding. (See school website for more details)

## Our staff, their roles and training

SENCo - Miss Kerri Culver

'I am responsible for the co-ordination of special educational needs throughout the school. I liaise regularly with staff to ensure that children are given the most appropriate support/resources for their individual needs. A large part of my role is to work closely with external agencies to gain specialist advice and support for individual children. I also ensure that any requests for information on individual children are passed onto the relevant agencies and that parents are kept fully informed of this. I am also a class teacher in the school. I have my teaching degree and a Post Graduate Degree in Special Educational Needs and attend regular training to keep up to date with Special Educational Needs, and problem solve around different scenarios to ensure I have an understanding of a variety of needs. I am always happy to meet with parents and feel very strongly about the positive relationships held between parents and our school.'

All teachers are responsible for supporting children with Special Educational Needs in their class. Each year group has one or two Learning Support Assistants (LSA) linked to their year group, who support children of all abilities and deliver individual programmes.

In addition, we also have LSA's who have been trained in the delivery of Occupational Therapy and Speech and Language Programmes. The school has an ELSA (Emotional Literacy Support Assistant) who has been trained by Hampshire Educational Psychology service to support children with social and emotional difficulties.

### **WHAT TRAINING HAVE THE STAFF RECEIVED?**

- Teachers and Support Staff attend any external meetings related to pupils in their class so that recommendations and strategies can be used in the classroom.
- External training courses on a range of Special Educational Needs have been attended by staff and the information is then shared in school.
- Internal staff meetings and training include a variety of sessions based on different areas of Special Educational Needs.
- All staff have access to the necessary chapters from the SEN Code of Conduct to support them when needed.
- External Agencies come and deliver training in specific areas of need for staff including Learning Support Assistants.
- Learning Support Assistants have regular updates and training in house to ensure consistency in the delivery of interventions and diagnostic assessments.

## HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- An SEN Governor is linked to school and attends half termly meetings with the SENCo.
- The SEN Governor has an overall knowledge of the SEN budget and provision in school.
- Formal feedback happens during governor meetings in a confidential way ensuring this is maintained at all times.
- Pupil conferencing and parent surveys are also completed by the SEN Governor, to enable the school to evaluate our provision and continue to make changes to improve further.

## How do the school know if my child needs extra support?

At Tadley, we believe that the early identification of Special Educational Needs is very important to ensure that any necessary support can be put into place, allowing all children to be happy and achieve the best they can in school.

Children are identified as having Special Educational Needs through a variety of ways including:

- Regular communication between home and school.
- Transition meetings/information sharing from pre-school/nursery.
- External agency involvement before school.
- Parent meetings to raise concerns and then follow up by class teacher and/or SENCo (Special Educational Needs Co-ordinator).
- Regular observations and informal assessments take place to support school's early identification. Any concerns will be communicated with parents at the earliest opportunity.
- Close monitoring of every child's progress in all aspects of their development.

Children may have Special Educational Needs in any area of their development. The Code of Practice (January 2015) states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

Area of Special Educational Need	Relating to difficulties with:
Communication and Interaction	<p><b>Children may have a delay or disorder in one or more of the following areas:</b></p> <p><b>Attention / Interaction skills:</b> May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p><b>Understanding / Receptive Language:</b> May need visual support to understand or process spoken language. May need augmented communication systems frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p><b>Speech / Expressive Language:</b> May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar /phonological awareness still fairly poor and therefore their literacy can be affected.</p>

<p>Cognition and Learning</p>	<p><b>May have difficulties with the skills needed for effective learning such as use of:</b></p> <ul style="list-style-type: none"> <li>• Language, memory and reasoning skills</li> <li>• Sequencing and organisational skills</li> <li>• An understanding of number</li> <li>• Problem-solving and concept development skills</li> <li>• Fine and gross motor skills</li> <li>• Independent learning skills</li> <li>• Exercising choice</li> <li>• Decision making</li> <li>• Information processing</li> </ul> <p><b>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</b></p>
<p>Social, Mental and Emotional Health</p>	<p><b>May have difficulties with social and emotional development which may lead to or stem from:</b></p> <ul style="list-style-type: none"> <li>• Social isolation</li> <li>• Behaviour difficulties</li> <li>• Attention difficulties (ADHD)</li> <li>• Anxiety and depression</li> <li>• Attachment disorders</li> <li>• Low self esteem</li> <li>• Issues with self-image</li> </ul>
<p>Sensory and /or Physical</p>	<p><b>These pupils may have a medical or genetic condition that could lead to difficulties with:</b></p> <ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross / fine motor skills</li> <li>• Visual / hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building(s) or equipment</li> <li>• Over sensitivity to noise / smells / light / touch / taste</li> </ul>

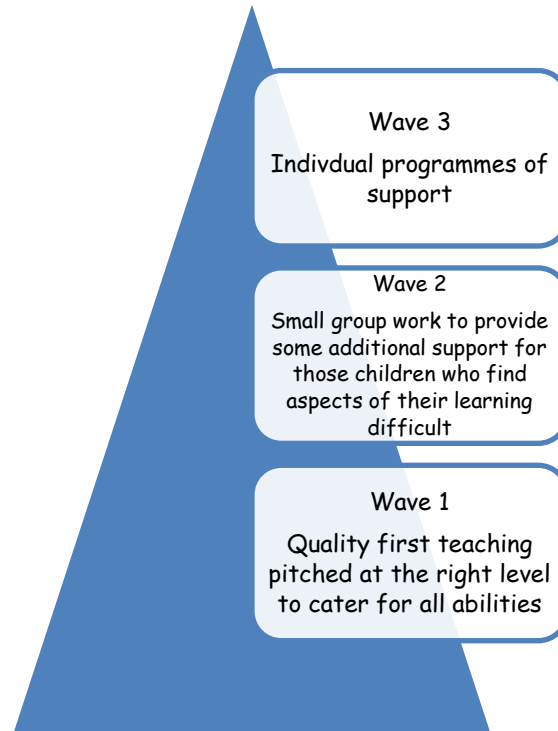
## How will my child be supported with their development?

At Tadley, we ensure that every child is able to participate in all aspects of the curriculum and will provide any necessary support or adaptations to allow this to take place.

- Differentiation takes place in all classes in every lesson, to ensure that all children can access the curriculum at an appropriate level.
- Assessment of children's learning in every Maths and English lesson ensures that teachers know each child's next steps in learning. This is used to inform planning to ensure all children are planned for with inputs pitched at the right level and direct teaching in smaller groups.
- Many children receive group or individual support from Learning Support Assistants. The frequency and type of support is planned to suit the children's individual needs.
- Targets are reviewed on a regular basis and these are shared at termly parents meetings and sent home. Children know their targets and they are in constant use at school in the classroom and during interventions or support programmes.
- Meet the Teacher evenings and Parent workshops take place regularly to enable parents to extend their own knowledge of the curriculum and therefore support their children at home.
- The SENCo oversees support for all children and works closely with class teachers and support assistants to ensure all children's needs are met.
- Specific support is available for children who have difficulties with Speech and Language, motor skills and emotional/social skills.

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

Different children require different levels of support to ensure they make good levels of progress and achieve their potential. At Tadley the level of support a child receives is based on a 'Wave' model, which is shown below:



Although the Wave model provides a basis for the allocation of support, we take into account every child's individual needs. Parents have the best knowledge of their own children and therefore your views are sought and listened to, to ensure the support is appropriate for your child. The advice and recommendations of outside agencies and other professionals are also considered and this information is taken into account when support programmes are decided.

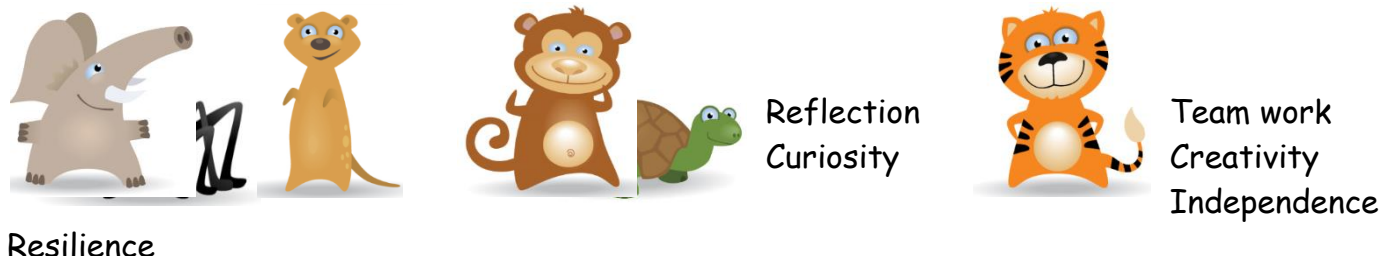
Close liaison with a range of specialists takes place and all necessary referrals will be discussed with parents.

### Outside Agencies that the school can refer to include:

- Speech and Language Therapy
- School nurse/health
- Educational Psychologist
- Locality Team/Family Support Worker
- Child and Mental Health Services (CAMHs)
- Occupational Therapy/Physiotherapy
- Outreach support from local Special schools
- Communication and Language team

## How will the school support my child's well-being and behaviour?

At Tadley we have a caring, understanding team looking after our children. We pride ourselves on our inclusive ethos and believe that a child can only learn and achieve their potential, when they feel happy, safe and confident. Our core ethos is teaching the children the skills they are going to need throughout their life. The school's learning behaviours ensure children's social and emotional development is a focus throughout the curriculum.



The children love our learning behaviour mascots and are able to recognise when they use these skills in their learning. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. However, some children benefit from additional support with their emotional well-being or the development of their social skills. This is prioritised through:

- ELSA (Emotional Literacy Support Assistant) sessions on a one to one basis focussing on a key aspect of the child's well-being. The ELSA is trained by Hampshire's Educational psychology Service and uses a range of games and activities to support children.
- School nurse meetings to discuss concerns regarding health.
- Links with other agencies, including those that can provide family support.

### WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

#### Behaviour System

- Within our curriculum across the school we ensure there are regular circle times scheduled in to the children's learning time. We strongly believe that children need to be taught essential life skills and these are embedded through our key Learning Behaviours.
- The children are fully aware of the school behaviour system which focuses on the positive reinforcement of good behaviour. Children enjoy earning golden time, house points, raffle tickets and many other stickers and rewards to praise good work and behaviour.
- If a child does need to be spoken to about their behaviour, this will take place promptly and encourage the child to take responsibility for their actions.
- Parents are always informed if a child has misbehaved to ensure a consistent approach to home and school.

Please refer to our school **Behaviour Policy** for more details

## **Supporting Difficult Behaviour**

- There is always someone in school that you can talk to if you are concerned about your child's behaviour.
- At Tadley, we believe that children use behaviour as a means of communication. Some children need help and understanding to support them to improve their behaviour in school and at home.
- If a child needs extra support, a support plan is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.
- We have an ELSA (Emotional Literacy Support Assistant) who has been trained by the Educational Psychology team to support children who have difficulties with their behaviour and interaction with others. Games and puppets are used in fun interactive sessions, to teach appropriate behaviour.
- When necessary the school will refer to the Primary Behaviour Support team, who are able to come into school and work with staff and pupils to support positive changes in children's behaviour.
- Exclusion is only used as a last resort.

## **Attendance**

- The school closely monitors every child's attendance and sends out parent letters if there are concerns. This is monitored by the schools attendance officer who checks our children's attendance weekly.
- We offer a high level of support to families who struggle with attendance and lateness and work closely with them to help them overcome these difficulties.

## **Supporting pupils with Medical Issues**

- The school office are able to receive any prescribed medicines, which can be kept in the medical room fridge if necessary and are then administered in school at the correct time.
- Some children require inhalers in school and these are kept in the classrooms in a designated box, which is taken to all PE lessons, outside at playtimes and on school visits and trips.
- All staff receive annual training on anaphylaxis and the administration of epi-pens. Individual care plans are in place and followed closely.
- All support assistants have received first aid training and 2 members of staff have specific higher level first aid which focusses on medical requirements when outside the school grounds. We also have 3 staff members who are paediatric first aid trained.
- Many children have additional medical needs and the school always ensure that relevant staff receive specialist training when necessary e.g diabetes/epilepsy training is organised with outside health staff where possible.

- If a child has complex medical needs, the school will liaise closely with parents and relevant health staff to ensure we can meet the child's needs in school and an individual care plan will be drawn up.
- Whenever necessary, the school would contact a doctor or take a child to hospital if urgent medical attention is required. Parents would always be called immediately in the case of an emergency.

## How do the school know if my child is doing well?

Every child's starting point is taken into account and individual children's progress is what is important to us. To ensure all children make good progress we carry out:

- Termly pupil progress meetings to discuss every pupil's learning.
- Observations of lessons to see learning in every year group.
- Informal assessments during lessons to ensure all work is appropriately set to meet children's needs.
- Formal assessments that influence interventions and learning for English and Maths.
- Specific screenings to assess phonic knowledge, reading skills and Dyslexia.
- Individual targets are regularly tracked and updated as and when they are met.

## HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

The most important indicator of whether a child is making progress in any area is their own confidence and happiness. If a child has a positive attitude to their own learning and feels happy and safe to have a go (even if they do find it hard), then they will start making positive steps forward with their learning.

As a school, we carefully monitor the progress of every child and ensure any appropriate programmes of support are in place, if a child does need some extra help.

We always try and maintain close contact with parents so that open communication can be successful and we can feedback news about your child's progress and achievements.

## WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

Termly parent meetings take place to discuss children's progress, any support they are receiving and their next steps in learning. In addition to these there are many other opportunities for parents to find out about their child's learning:

- Open door policy to arrange informal parent meetings whenever necessary.
- Home-school communication book.
- Messages can be left at the office/front door in the mornings and teachers will then respond.
- Annual reviews of Statements and other formal review meetings.
- Transition meetings between classes/schools that involve parents.
- Annual written reports are sent to parents and targets and National Curriculum levels are sent to parents on a termly basis.

## How does the school work with and support parents?

We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

We operate a school communication book which provides another means of communication between teachers and parents or carers.

Parent meetings will be arranged as and when they are required, and we aim to be flexible and ensure open communication at all times. In addition we organise:

- Termly parent meetings.
- External advice through outside agency meetings.
- Support assistants, who work closely with children and deliver specific interventions and programmes, are available to join the parent meetings when they work closely with an individual pupil.
- Annual review meetings for those children who have an Education, Health and Care Plan (EHCP).

At Tadley, we believe that open communication with parents is essential, but we also value the views and opinions of our children.

The teachers talk to children at regular intervals about their work and their learning. Children are at the centre of their own learning and are involved in assessing their own work and deciding if they need support and whether they are ready to move on with the next steps in their learning. The children are involved in setting their own targets and know what they need to achieve next.

As well as this continual dialogue about their learning, children are able to discuss their views through:

- School council meetings where one pupil can feedback the views and opinions of their class.
- Worry boxes in every classroom to share their concerns in a confidential way.
- Pupil conferencing, where the child is asked specific questions about their views
- Individual Education Plan (IEP) front cover targets
- Annual pupil questionnaires
- Formal review documents such as the EHCP (Education, Health and Care Plan) review.
- Pupil passports

## How are pupils supported with transition?

We understand that starting school, moving between schools and sometimes moving between year groups is a very important decision and can lead to many concerns. Our aim is to work with parents to address any anxieties and make sure that your child is ready for this important change.

There are a range of ways that we prepare and support children and their families for transition:

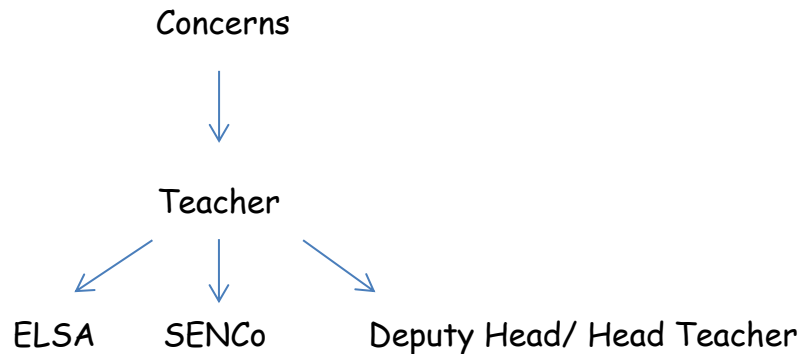
- Transition meetings with parents and any professionals involved with the child
- Home visits
- Additional 1:1 visits (possibly with the SENCo) to meet the child
- Open days to see the school and chat to staff
- Year R events for parents and children to socialise
- Meet the teacher evenings to hear about the year ahead.
- Photo transition books to allow children to become familiar with the setting and staff.
- Gradual integrations can be arranged for a child.
- Social stories for children to help them to understand the transition.
- Social skills lessons take place in class focussing on 'changes' which help prepare children for their move to the next class.

Tadley Primary has close links with our local Secondary Schools. We are able to work with them to organise any additional sessions to help prepare the children. External help for transition to secondary can also be arranged.

## Who can I talk to?

At Tadley we have an open door policy and believe it is very important to work with parents to address any concerns that home or school may have about a child. Parents are welcome to pop in for a chat or arrange a parent meeting with the relevant member of staff and all worries are listened to and responded to in an appropriate way.

If your child currently attends Tadley Primary school then please follow the points of contact diagram below.



There are many responses to concerns raised by parents but some actions that may be taken include:

- Concerns monitored by class teacher and class room strategies/actions put into place.
- Informal observation by SENCo.
- Internal assessments/checklists completed
- ELSA sessions arranged to support the child with social/emotional difficulties
- External referral made to outside agency

Ongoing communication with parents will be maintained to ensure parents are provided with feedback.

We encourage visits to our school when making your decision about the most suitable school for your child so that you can look around our school, meet the staff who will be working with your child and see our ethos first hand.

If you would like more information about the school or to meet the Special Needs Co-ordinator then please contact Karen Lavender at the school office, who will be happy to help you.

[k.lavender@tadley.hants.sch.uk](mailto:k.lavender@tadley.hants.sch.uk)

## Specialist Services

Within the school, there is a range of expertise related to Special Educational Needs.

- The SENCo has a graduate degree which consists of the National Award for Special Educational Needs Coordination.
- All Teachers and Support Assistants are trained to a very high level in areas such as ASD and Dyslexia.
- All Support Assistants receive up to date training in all areas of Special Educational Needs., when required.
- SEN workshops take place to share our knowledge and expertise with parents who would like to know more to support their children at home.

In addition, there are a wide range of services that can be accessed via the school through a referral to the relevant professional. If the school feels an outside referral would be useful, we will always talk to you first. Your views and opinions are always considered and listened to and the school always aims to work alongside parents in a supportive way.

- Outreach support from Local Special Schools
- Locality team offering Family Support Workers and professionals to work with parents and children in the home and at school
- Behaviour Support Team
- Child and Mental Health Services
- Educational Psychology
- Speech and Language therapy
- Occupational Therapy/Physiotherapy
- School nurse
- Teacher Advisor for Visual, Hearing or Physical Impairment
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Parent Voice

## SEN terms and acronyms

<b>ADD</b>	<b>Attention Deficit Disorder</b>
<b>ADHD</b>	<b>Attention Deficit &amp; Hyperactivity Disorder</b>
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>
<b>BESD</b>	<b>Behavioural Emotional &amp; Social Difficulties</b>
<b>BSS</b>	<b>Behaviour Support Service</b>
<b>CAF</b>	<b>Common Assessment Framework</b>
<b>CAMHS</b>	<b>Child &amp; Adolescent Mental Health Service</b>
<b>COP</b>	<b>Code of Practice</b>
<b>CP</b>	<b>Child Protection</b>
<b>DCD</b>	<b>Developmental Co-ordination Disorder</b>
<b>EAL</b>	<b>English as an Additional Language</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>FS</b>	<b>Foundation Stage or Reception</b>
<b>FSM</b>	<b>Free School Meals</b>
<b>HI</b>	<b>Hearing Impairment</b>
<b>KS</b>	<b>Key Stage</b>
<b>LAC</b>	<b>Looked After Child</b>
<b>LEA</b>	<b>Local Education Authority</b>
<b>LSA</b>	<b>Learning Support Assistant</b>
<b>MLD</b>	<b>Moderate Learning Difficulty</b>
<b>NC</b>	<b>National Curriculum</b>
<b>OT</b>	<b>Occupational Therapist</b>
<b>PSP</b>	<b>Personal Support Programme</b>
<b>PP</b>	<b>Pupil Premium</b>
<b>SALT</b>	<b>Speech &amp; Language Therapy</b>
<b>SLT</b>	<b>Speech and Language Therapist</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SEND</b>	<b>Special Educational Needs &amp; Disability</b>
<b>SENCo</b>	<b>Special Educational Needs Co-ordinator</b>
<b>SpLD</b>	<b>Specific Learning Difficulty</b>
<b>VI</b>	<b>Visual Impairment</b>