



Tickton CE Primary School

SEND Information report

2023/2024

Updated July 2023

Tickton SEND Support offer

- **We are an inclusive school and all teachers at Tickton CE Primary School:**
- Are doing everything they can to meet pupils' special educational needs.
- Ensure that pupils with SEND engage in activities alongside their peers.
- Are responsible and accountable for the progress and development of the pupils in their class.
- Provide high-quality teaching, differentiated for individual pupils.

'I have come so that you may have life - Life in all it's fullness'

John 10:10

Staff

- Headteacher – Miss Christine Brown
- SENDCo – Ms Ellie Anderson
- Governor for SEND – Mrs Lisa Harrison

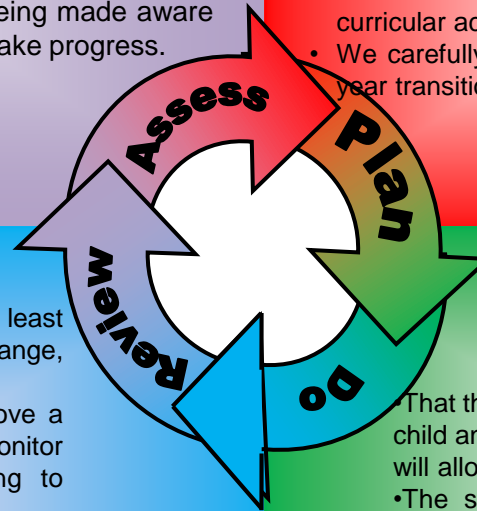
- Tel: 01964 542498
- Email: tickton.primary@eastriding.gov.uk

Our core SEND offer

- All pupils are taught by their class teacher via excellent targeted classroom teaching also known as Quality First Teaching
- For your child this would mean:
- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based upon building upon what your child already knows, can do and can understand.
- At times the teacher may direct a class based teaching assistant, to work with your child as part of normal working practice.
- Adapted or scaffolded activities and different ways of presenting information are in place so that your child is fully involved in learning in class.
- Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support children.
- Your child's teacher will have carefully checked on your child's progress and may decide that gaps in their understanding/learning requires some extra support to help them make the best possible progress. All children in school may access this as part of excellent classroom practice.
- Precision teaching for a smaller group of children may be used. This group, often called intervention groups by schools, may be: run in the classroom or outside in a work area, run by a teacher or a teaching assistant who has had training to run these groups.
- If needed, pupils have access to the support available from outside agencies e.g. Speech and Language therapy, CAMHS, Occupational Therapy, Educational Psychology, Specialist Learning Teachers or Behaviour Support.
- The SEN Code of Practice (0-25) promotes the use of a graduated approach Assess, Plan, Do ,Review.

- Teachers plan, deliver then assess. If concerns continue then differentiated or scaffolded activities will be prepared. The SENDCo will be informed.
- Parents can contact the SENDCo, Ms Anderson, via the school office. An appointment can be made to have an in depth conversation.
- We offer a variety of teaching styles, programs and strategies to enable pupils to achieve their full potential, This is our CORE offer available to all pupils.
- Parents can contact the Class Teacher before/after school or make an appointment to have an in depth conversation.
- Pupils are fully involved in their learning, being made aware of objectives and what they need to do to make progress.

- SEND pupils will be included in all classroom activities. Their tasks will be prepared and marked by the Class Teacher or TA. They will be taught directly by the Teacher wherever possible.
- We are fortunate to have a number of experienced teachers and teaching assistants on our staff and we share our expertise. Teachers may also seek advice from external agencies.
- We ensure that information about a child's SEN Support Plan or EHC plan is shared and understood by teachers and all relevant staff who work with that child.
- We will include parents and the child in writing SEN Support plans.
- Our school and staff aim to do everything to meet pupils' special educational needs.
- All SEND children have the same right to facilities and extra curricular activities.
- We carefully plan for transition for children with SEND, for both in year transition and transitions to secondary school.



- Keeping in touch with the parent/carer is vital.
- You will be invited to SEN support meetings at least three times a year. If concerns arise or needs change, then a meeting can be organised as appropriate.
- Decisions will be made as to how best to move a child forward. Interventions are reviewed to monitor their effectiveness. We also observe teaching to ensure the needs of all pupils are catered for.
- Parents/carers find additional information in our SEND policy and also on the ERYC Local offer.

All pupils will receive Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching

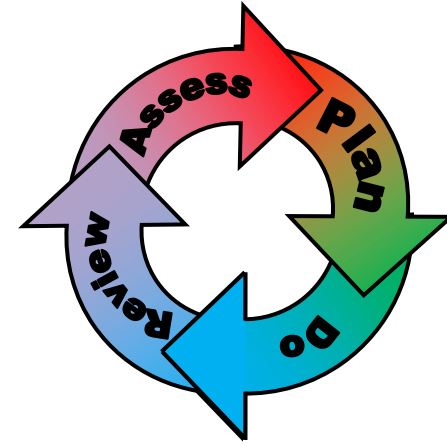
For your child this would mean:

That the teacher has the highest possible expectations for your child and all pupils in their class. Differentiated/Scaffolded activities will allow all pupils to make progress.

- The services we use to provide for and support our children include Specialist Teachers, Speech and Language, CAMHS and The Educational Psychologist.
- Parents will be consulted before any agency becomes involved and they will kept informed of engagement in additional provision, receiving reports and updates.
- We encourage parents to become involved in the additional provision. Often meetings can be arranged with the relevant specialists.

Policies and Support

- Policies relevant to SEND
 - SEND Policy
 - Behaviour policy
 - Equality statement & Policy
 - Complaints Policy



- SEN Code of Practice
- LA's Local Offer <http://eastridinglocaloffer.org.uk/>
- Support and advice:
 - SENDIASS
 - Text: 07507310273
 - email: sendiass@eastriding.gov.uk

SEND and SEND provision

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Where pupils are falling behind or not making expected progress given their age and starting point extra support will be given.

Special educational provision is education that is additional to or different from that of others of the same age, i.e. provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high-quality, personalised teaching.

Once a potential SEND need has been identified, school takes action to remove barriers to learning and put effective special educational provision in place. This is 'SEN support' which takes the form of a four-part cycle – assess, plan, do, review. This is known as the graduated approach.

There are 4 broad areas of SEND need. The following slides show what we offer at Tickton School for each need.



Communication and Interaction

- Access to small group and/or individualised interventions.
- Flexible approaches to timetable.
- Modifications to lunch and break times.
- Enhanced access to additional aids, such as sensory boxes, visual timetables and work stations.
- Access to technology-Laptops, software.
- Social and emotional stories.
- Careful planning of transitions.
- Buddy systems.
- Referrals to Speech and Language Therapist.
- Referrals to Educational Psychologist.
- Referrals to Sensory and physical teaching service.
- Support from LA inclusion practitioners.

Cognition and Learning

- Precision teaching and intervention.
- Practical aids for learning, working memory aids, overlays etc.
- Increased adult support if needed within class.
- Phonics/reading development programmes-e.g. RWI, IDL, Nessie.
- Maths programmes- Times table Rockstars and Maths 123 and Numicon.
- Writing programme – Clicker 8
- Increased access to ICT- e.g. laptops, Ipads.
- Adaptations to assessments to enable access e.g. readers, scribe, additional time.
- Curriculum will be adapted to meet the learning needs of the child.
- Adapted teaching or Scaffolding.
- Pre and post teaching.
- Frequent repetition and reinforcement.
- Referral to SEND specialist consultant.

- Check in with key adult.
- Time with Mo the therapy dog.
- Individual rewards system.
- Behaviour Support Plans..
- Increased access to adults in the classroom.
- Forest Schools.
- Visual timetables.
- Short term emotional literacy support
- Social and emotional stories
- Referral to behaviour support services
- Transition programmes in place.
- Modified start or end to the day to support transition.
- Referrals for SEMH support and Educational Psychologist.
- Support from LA inclusion practitioners.
- Whole family support through the early help team at the children's centre.

Sensory and/or Physical Needs

- School meets statutory requirements of DDA 2010
- Physical access to the building via ramps, disabled toilet access.
- Specialist seating.
- Optimum positioning for children with visual or hearing impairments.
- Interventions to support fine or gross motor skills.
- Sensory needs checklist
- Referral to Speech and Language.
- Support from specialist nurses.
- Access to a specialist teacher/LSA for the hearing/visual impaired.
- Concrete apparatus available to support learning.
- Access to support for personal care.
- Therapy programmes delivered in school, designed by specialists e.g. Physiotherapists
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum.

ALL teachers at Tickton CE Primary School:

- Use their best endeavours to ensure that the necessary provision is made for any individual who has SEN.
- Are responsible and accountable for all pupils in their class wherever or with whoever the pupils are working.
- Tickton Primary School has a limited number of teaching assistants who have training in a range of SEND needs.
- The school regularly has CPD to improve outcomes for SEND pupils.
- Teaching Assistants are responsible for delivering specific intervention programmes e.g. IDL, Beat dyslexia, precision teaching etc.
- All trips, visits are risk assessed taking SEND needs into account.
- After school and enrichment activities are totally inclusive for all children.
- Parents can contact Miss Brown – Headteacher, if they wish to discuss any specific adaptations.



- Reviews of SEN pupils take place regularly.
- Parents/carers are involved in the setting of clear outcomes for their child and the review of provision and progress. This occurs at least 3 times a year and more frequently as required.
- We hold parent consultation meetings in the autumn and spring terms.
- Pupils are fully involved, reflecting on their strengths and areas to develop.
- Parents receive a copy of each support plan and a full report in the summer term.



Transition

Transition within classes/key stages:

Class teachers meet with each other to hand over all information regarding SEND pupils before the start of the academic year so that they are fully prepared for the child coming into their class. Where needed, SEND children will be given the opportunity for enhanced transition.

Transition to Secondary settings:

The majority of pupils who attend Tickton School transfer to Beverley Grammar, Longcroft, Beverley High School or Hornsea School and Language College. Where necessary, provisional recommendations will be made at a review meeting when the child is in Y5/Y6 so that parents can consider options at the same time as other parents. EHCP Annual Review recommendations, parents' views and the response to consultation by the LA with the schools concerned will be in place before the transfer. The SENDCO of the receiving school will be invited to attend the review meeting. During the term prior to transfer, liaison will take place between the pupil's Y6 class teacher and both SENDCOs to enable a smooth transfer to the Secondary School to take place.

Governing Body

- The Governing Body is responsible for using data to support decisions on how funding is allocated.
- The Governing Body works closely with the Senior Leadership Team including the SENDCo to monitor the progress of children with SEND and the impact of provision.
- Mrs L Harrison is the Governor responsible for SEND. She can be contacted via the school.
- Any concerns about SEND provision should be raised initially with the class teacher or the SENDCo. Should there be further difficulties parents/carers should contact the Head Teacher or follow the school complaints procedure (available on the school website).