

# Special Educational Needs and Disability Information Report

## September 2024

SENCo: Mrs J Oakes

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SEN Governor: Glyn Johnson

Tenacres First School is an inclusive school and are committed to ensuring that all children reach their potential. All children are actively encouraged to be involved in the wider school community including extra-curricular activities.

The code of practice (Jan 2015) defines SEN as:

A child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.

### **1) Tenacres provides for the four key areas of SEN outlined in the new SEND Code of Practice:**

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical

### **2) Identification and Assessment of SEN.**

The list below shows ways that Tenacres identifies if a child has SEN and how we assess their needs.

- Information gathering upon joining school in Reception through nursery visits, play sessions and home visits; when a child joins Tenacres at a different point during their education we will contact previous educational settings to obtain information about their educational needs.
- Discussions with parents or staff where concerns are expressed which lead to further investigation.
- Tracking progress which shows a widening gap between the child and their peer group.
- Day to day observations of the children in their learning environment.
- Every child in Reception is assessed using the Language Link assessment tool to identify if they have receptive language difficulties. Those that are identified as having a need will continue to be assessed after intervention until the end of Key Stage 1 or until they reach age-related expectations. If a significant delay is identified a referral to Speech and Language Therapy may be needed.
- National tests used: phonics screening check (Year 1 initially then again in Year 2 if pass mark not achieved and the Multiplication Check (Year 4).
- At Tenacres we use Chadsgrove School Support Services. This team of specialists can assess and advise on a variety of needs including Dyslexia, Dyscalculia, Autism Spectrum Disorder, Dyspraxia and Social, emotional, mental health (SEMH).
- Identification checklists and procedures available as part of the Worcestershire dyslexia pathway.

- Identification checklists and procedures available as part of the Worcestershire dyspraxia pathway.
- Identification checklists and procedures available as part of the Speech, Language and Communication need pathway.
- Assessment support may sometimes be obtained from professionals including: Educational Psychologist, Speech and Language therapist, Occupational therapist, Specialist support teachers from learning support, behaviour support or the Autism team.

### 3) Provision for children with SEND

Wave 1 describes quality first teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing resources to support learning, removing barriers and creating an inclusive learning environment.

Wave 2 describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work towards or at age-related expectations. They are often targeted at a group of pupils with similar needs.

Wave 3 describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

### Evaluation of Effectiveness of Provision

Tenacres First School may use the following to measure the effectiveness of provision:

- Pupil progress meetings
- Whole-school, group and individual Provision maps which include measurable outcomes.
- Pupil Passports which outline SMART targets (Specific, Measurable, Accurate, Realistic and Timely) related to the provision in place for the child.
- The use of a graduated response in which we assess, plan, do and review (in line with the local offer - see later\*)
- Re-assessments by external agencies
- Whole-school data
- Viewpoint of child through surveys and structured conversations
- Ongoing consultation with parents
- Book trawls and monitoring
- Observations of children
- Learning walks

### School's Approach to Teaching Children with SEN

The school aims to teach all children together in their classes where possible with the class teacher ensure high quality teaching and learning for all children. At times it may be necessary for a child with SEN to access specific intervention; either as part of a group or 1:1. For some children the school uses outside support and agencies.

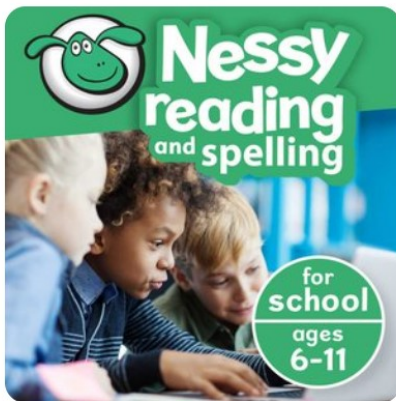
### Adaptation of the Curriculum and learning environment

Class teachers plan lessons according to the specific needs of **all children** in their class and will ensure that your child's needs are met. Advice will be sought as required.

### Additional Support Currently Provided in School

We use a range of intervention programmes with the children:

- **Precision Teaching** - this is an intensive intervention used to help children who struggle with reading and/or spelling make accelerated progress. Every child taking part in Precision Teaching sessions receives 10 minutes 1:1 with a Teaching Assistant on a different set of words/sounds each week.
- **High frequency words intervention** - through multi-sensory activities children learn to read and/or spell high frequency words.
- **Phonics support**- additional multi-sensory support tailored to the child's needs according to which phase they are working at.
- **Numeracy support intervention** - a tailored intervention to master basic numeracy skills. This includes the use of Numicon to support learning in EYFS, KS1 & KS2 and the Breaking Barriers toolkit to support children to reach age-expected outcome. See [www.numicon.com](http://www.numicon.com)
- **Nessy Intervention**- for reading, spelling and number sense: See <https://www.nessy.com>



Structured Literacy for Reading and Spelling



A Structured Phonics Reading Program with Decodable Books



Teaches Early Maths Skills using Structured and Systematic Learning Development

- **Nurture support**- providing a nurturing environment to promote social skills and develop positive relationships through relationship-based play in our Starlight Room.
- **Pindora's Box**- a programme to support fine and gross motor skills. Children work through the levels competing against their own times at various activities.
- **Jimbo Fun**- Fun filled Motor skills programme for handwriting. Dyslexia and Dyspraxia friendly. (two separate programmes for reception and KS1+)
- **Language for Thinking**- This resource provides a clear structure to assist in developing children's language from the concrete to the abstract through promoting children's development of inference, verbal reasoning and thinking skills.
- **Language Link**- for those children who are not reaching age related expectations on the screening check we will use the Language Link resources to support the development of the understanding of language.
- Tenacres has further enhanced its provision for **Speech and Language**. Every week we have a specialist from SALT to work with individuals/small groups and CPD for staff. Amy Green is in school every Tuesday. We now also now have Carolyn Thompson from the SALT team doing direct therapy with children on a Thursday afternoon.
- **Further Speech and language support**- tailored to individuals or groups of children with the support of our Speech and Language therapist. Sessions are usually 1:1 with our communication teaching assistant Mr Fletcher and class teaching assistants under the guidance of our Speech and Language Therapist.

- **Signalong** is used in school to promote a communication friendly environment. Mr Fletcher is a trained Signalong tutor and supports staff and children across the school with the use of signing. Our teachers and teaching assistants have all recently completed a foundation course in Signalong (phase 1). Mr Fletcher creates videos to support the children's learning which you can find on our website and at [SignSing - YouTube](#).
- **Social skills interventions** - the school has a range of intervention resources to develop a child's social skills including the Talkabout programme, Socially Speaking and Social Stories. These sessions take place in our Starlight room which offers a calming, sensory environment for our children.
- **Lego Based Therapy**- a child-led and peer based social skills group intervention
- **Art Therapy**- used to treat stress, depression, low self-esteem, behavioural problems, and to resolve conflict.
- **Drawing and Talking Therapy**- a serial drawing technique used to support children who have experienced trauma or have underlying emotional difficulties affecting their mental health and well-being
- **Pastoral Support Plans**- a programme of regular meeting with parents/carers to support making positive changes to a child's behaviour in school.
- **Pre-teaching and 'on the spot'** interventions to support learning during lesson time.

### Improving the Emotional and Social Development of Children

As detailed above, the school uses a range of intervention programmes to aid children's Emotional and Social Development. All classes teach Personal, Social, Health and Economic Education in which we cover a wide-range of areas to promote the children's emotional and social development. Our assemblies and visitors also work towards encouraging this area of development. Our staff have received training to support us in building children's emotional resilience through talking, creative work and play. In addition, all staff had Attachment CPD led by The Virtual School.

Our Mental Health lead is Mrs Hirst. She has been trained in Mental Health First Aid. Mr Fletcher is also a Mental Health First Aider.

We continue to ensure mental health and wellbeing is of high priority across school. We believe this ensures readiness for learning and school-life. Listed below are some of the resources and activities all classes have access to:

Books to explore mental health and wellbeing e.g.



Affirmation stations

Mindfulness activities e.g. GoNoodle,

Headspace, Cosmic Kids



Worry monsters in classrooms

Feelings check-in/mood monitor in class

All classes to access Forest School throughout the year.

We also use Jigsaw to support the teaching and learning of PSHE across the school.



The Listening Project: every class will continue to promote the four rules of good listening; looking at the person who is talking, sitting still, staying quiet and listening to all of the words. The children play games to practice these skills in order to then transfer them to their teaching and learning activities.

#### **4) Staff Expertise and Training**

The SENCo, Mrs Oakes, has been awarded distinction in her Post Graduate Certificate in Special Educational Needs Co-ordination.

Other relevant training undertaken by the SENCo includes:

Anger management in the classroom

Forest School Practitioner Level Three

Language Link assessment training

Supporting Young People with Autism Spectrum Disorder training

Team-Teach Positive Handling training

School Champion for Achievement for All

Dyslexia Pathway training

Speech, Language and Communication Need training

Supporting Dyspraxia training

Peer mediation training

Attendance to the Worcestershire and Solihull Social, Emotional and Mental Health Conference.

Regular attendance to SEND conferences and network meetings.

Sensory Spectacle- supporting sensory processing disorders

Advanced Drawing and Talking therapeutic training

Dyspraxia Pathway training

Autism Masterclass

Supporting children with Dyslexia (Chadsgrove LST)

Safeguarding Lead Training

The Beacon Supporting Challenging Behaviour.

SEN has a high priority in our professional development and training cycle for all teachers and teaching assistants.

Training for all teaching staff has included:

Attachment difficulties and relationship based play

Dyslexia pathway

Speech, Language and Communication Needs pathway

Achievement for All training

Team-Teach Positive Handling training

Supporting children with English as an additional language



Anger Management in the classroom.

Place2Be Understanding the importance of and supporting Children's emotional resilience through play.

Supporting children with additional needs through music

Teaching children to listen with Worcestershire Speech and Language Therapy

Supporting bereavement with Touchstones

Sensory Spectacle- supporting sensory processing disorders.

Handwriting training with Carol Jackson from the Dyspraxia Association

Attachment CPD

Breaking Barriers Numicon training

Jigsaw (PSHE) Training

Supporting lower attainers in maths

Supporting children with Dyslexia (Chadsgrove LST)

Supporting lower attainers in maths

Foundation course in Signalong (phase 1).

### Further training planned for 2024/25

The Beacon- supporting children's emotional regulation in school.

Supporting Speech, language and communication needs (SLCN) in the classroom.

Supporting SLCN through targeted intervention (for all TAs)

Supporting children with complex needs (Worcestershire NHS Speech and Language Therapy Service)

The support staff have received training in a range of other intervention programmes. They also receive support from the Chadsgrove School Support Services on how to best support children within the classroom. When needed, teaching assistants attend relevant training according to the needs of the children they are supporting, as well as receiving in-house training from outside support services. Our communication TAs attend regular training and network meetings run by the Speech and Language Therapist Service.

### **5) Securing Equipment and Services**

The school allocates money from its budget every year towards the provision of support for SEN.

These funds are used to provide support and resources for children as well as training for staff.

### **6) Consultation of and Involvement of Parents/Carers**

All parents/carers who have a child on the SEN register will have meetings at least termly to update their child's Pupil Passport. This passport outlines the parent's views on their child's needs and how they feel these can be best supported.

If a child needs to be referred to an outside agency, parents will be asked for their permission and views, which form part of the referral process. Parents are able to discuss their child's needs with the Specialist either via phone, email or in person if possible.

If a child has an Education and Health Care Plan then the parent will be involved and key to the Annual Review process.

Parents are contacted when concerns arise and a discussion is held as to the next steps to be taken and what provision the school will be making.

Mrs Oakes is available for meetings which can be arranged via the school office, by emailing [senco@tenacres.worcs.sch.uk](mailto:senco@tenacres.worcs.sch.uk) or if preferred by phoning 01527 528872.

## 7) Consulting and Involving the Children

All children on the SEN register will have a Pupil Passport. This has a section for the children to voice what they find difficult and what they think helps them to learn.

Children also complete surveys throughout the year to ascertain how they feel about various aspects of school life. Children are involved in discussions about how they are doing throughout interventions. Interviewing children to gain their views is part of the school's normal monitoring cycle.

## 8) Complaints

The school's complaints policy is available on the website or the school office. In the first instance we would always advise voicing any concerns with the child's class teacher, the SENCO or the Head Teacher.

## 9) Involving Other Agencies

The following agencies may be called upon to attend meetings, provide reports and guidance on supporting the children.

Speech and language therapist: Amy Green

Educational Psychologist: Laura Meldrum-Carter

Occupational therapist: various

Behaviour Support Team: various

Chadsgrove Learning Support Team

Chadsgrove Complex Communication Disorder/Autism Team

Chadsgrove SEMH Team

Family Support Worker: Lisa Sinclair

CAMHS

Umbrella Pathway (various professionals)

Early help

SENDIASS

VIT/Hearing

## Useful Contact Details

SEN Services: Call the helpline: **01905 845579**

Email: [sen@worcschildrenfirst.org.uk](mailto:sen@worcschildrenfirst.org.uk)

The Worcestershire Graduated Response:  
<https://www.worcestershire.gov.uk/graduatedresponse>

The **Special Educational Needs and Disabilities Information, Advice and Support Service** (SENDIASS) provides impartial information, advice and support on matters relating to

## PAEDIATRIC OCCUPATIONAL THERAPY

**NHS**  
Worcestershire  
Health and Care  
NHS Trust

### NEW ADVICE LINE

The Paediatric Occupational Therapy (POT) Service will be introducing an Advice Line from Wednesday 3rd June 2020.

#### This is aimed to offer support for:

- Health Professionals and those that refer to the POT Service
- Schools/Teachers/SENCO's
- Parents and Carers

#### We will offer information on:

- Strategies and advice around Occupational Performance and Functional concerns. Practical advice relating to difficulties in areas of self-help, play and leisure.
- If a referral to POT is appropriate.

#### By providing this Advice Line we hope to:

- Offer immediate support to families before a referral needs to be made.
- Reduce unnecessary referrals.
- Reduce waiting times.

To speak to a Paediatric Occupational Therapist please call:  
Any Wednesday 10am-3pm - starting from 3rd June 2020  
Tel: **07562 436633**  
Find us on facebook: @cypfotphysio

children and young people with SEND. For more information please see their website <http://www.hwsendiass.co.uk/> or phone 01905 768153. You can also find them on Facebook 'SENDIASS Worcestershire'.3ewa

## **10) Supporting Transition**

Starting at Tenacres in Reception, the following ensures smooth transition for the pupils:

Visits to nursery/pre-school settings

Play sessions in the summer term

Home visits to every child

Information gathering about children identified as having SEN.

Where a child begins at Tenacres later in their education we obtain as much information from parents, previous school and any professional working with that child.

Upon transition to middle school we ensure that meetings are held where each child is discussed in detail and all necessary information is passed on. Where a child is identified as having SEN or is vulnerable, additional transition visits are arranged with the middle school the children will be transferring to.

Transition arrangements within school include a transition visit to the new classroom with their new teacher.

Where a child may experience difficulty with transition further support is put in place e.g. additional visits to new classroom, transition support groups and creating a transition photo book to take home over the holidays and/or additional meetings with parents.

### **\*The Local Authority's Offer**

Local authorities must publish a local offer, setting out in one place information about provision that is available for children and young people in their area who have special educational needs.

You can find this at: <http://www.worcestershire.gov.uk/sendlocaloffer>

Further information on the school's SEN provision can be found in the SEN Policy available on our website or from the school office.

If you have any queries, please phone the school office to make an appointment with our SENCo.