



SEN Information Report 2014-2015

Tidemill Academy is committed to meeting the needs of every pupil at the school. We teach a broad, balanced and enriched curriculum that helps every child reach his or her potential in a healthy, happy and safe environment.

Children with Special Educational Needs (SEN) are highly valued in our school and are supported by a team of experienced teachers and a Special Educational Needs Coordinator. We work hard to make sure that a child's individual challenges are being addressed and monitored so that every child makes progress, both academically and emotionally.

SECTION 1

What kind of Special Education Need does Tidemill Academy provide for?

Tidemill Academy is a large mainstream, multi-cultural, inner city primary school with children who have a diverse range of needs. The school prides itself on a collaborative, inclusive approach when meeting the needs of children. The school also has a Speech and Language Resource Base for children with speech and language difficulties. The base has places for 16 children and has a high level of specialised and experienced staff to meet their needs. We also have a Speech and Language Therapist on site who works in the base.

Tidemill has a highly skilled team of teaching staff, teaching assistants and learning support assistants. We also have a learning mentor and 'Place2Be' which is a counselling service.

Alongside the universal curriculum the following support may be given in the following areas:

- Cognition and learning (moderate learning difficulties, specific learning difficulties, dyslexia, dyspraxia)
- Sensory, Medical and Physical (hearing impairment, sensory processing difficulties, epilepsy)
- Communication and Interaction (Autistic spectrum disorder, Asperger's syndrome, selective mutism, speech and language difficulties)
- Social, Emotional and Mental Health

<p><u>SECTION 2</u></p> <p>What are Tidemill's policies with regard to the identification and assessment of children with SEN?</p>	<p>Tidemill has a comprehensive Assessment Policy which outlines a range of assessments used throughout the school. There are a variety of ways that Tidemill identifies and assesses children with SEN. Through stringent data analysis and pupil progress meetings children who are underachieving and not reaching their full potential are quickly identified and extra provision put in place.</p> <p>Teachers that have any concerns about a child, academically, socially or emotionally will approach the SENCo for an initial discussion. These concerns will also be raised with the parents. The SENCo will then carry out an observation, look at work and talk to the child about their views of their learning and school depending on the need that has been identified. Interventions and support will be discussed and put in place. If further assessments are necessary then the SENCo will carry these out. Depending on the outcomes and needs of the child, outside agencies may be contacted with permission of the parent. The outside agencies will then advise and support the school with interventions and strategies.</p> <p>If despite this support, the child is still not making progress and the school and outside agencies feel that an Education, Health and Care plan is necessary then the school will apply for this.</p>
<p><u>SECTION 3</u></p> <p>a) How does Tidemill evaluate the effectiveness of provision for pupils with Special Educational Needs?</p>	<p>The SENCo oversees the provisions and interventions and monitors their success through rigorous observations and data analysis. Every teacher at Tidemill is committed to the achievement of every child through excellent quality first teaching and tailored interventions, allowing children to fulfill their potential.</p> <p>We evaluate provision through:</p> <ul style="list-style-type: none"> • Provision Maps - Tidemill uses provision maps to evaluate the effectiveness of interventions by tracking the outcomes of the interventions. At the beginning of the intervention an assessment to ascertain 'entry' data is carried out. After 6 weeks the same assessment is carried out and the 'exit' data provided. Through this data the interventions can be evaluated to ensure that the children are making progress. If the intervention is not having the desired impact it is adapted to ensure that the children are making progress. The provision maps are regularly monitored by the SENCo. • Data Analysis – All the children are assessed on a termly basis. This data is analysed and every child is individually tracked. It is immediately highlighted if any child is underachieving or not reaching their full potential. • Pupil Progress Meeting – Three times a year the Senior Leadership Team, SENCo and class

b) What are the arrangements for assessing and reviewing the progress of children with SEN?

teacher meet to discuss childrens progress. During these meetings whole school data is analysed and a collaborative discussion takes place addressing any children/groups that need extra support. Provision maps are also analysed, evaluating the effectiveness of provision for SEN children. If there are any concerns regarding individual children the SENCo will observe the child and contact outside agencies if needed.

- Use of parent/pupil questionnaires – These questionnaires are carried out twice a year. Parents are asked to give feedback on various aspects of school life including the progress of their children.

Termly pupil progress meetings are used to assess and review the progress of children.

The class teacher will also continuously be reviewing progress throughout lessons and interventions which will shape future learning. This includes questioning, observing and marking. Progress is also reviewed through the entry and exit data on provision maps, class targets and in some individual cases, Individual Education Plans (IEPs).

- Progress is reviewed through target setting, end of year reports and assessment fortnight.
- Regular meetings will be held with the parent and child to assess and review progress for children with SEN.
- Progress is reviewed through regular meetings and reviews with external agencies, the parent and child.
- Additional assessments arrangements are made for children with SEN, where needed.
- Extra time, scribes, enlarged prints and using different media to assess children that need additional support are available.
- Where necessary we use a range of further assessments to assess reading/spelling age, dyslexia, speech and language, social and emotional difficulties and mathematical difficulties.
- Targeted Reception children are assessed using Speech and Language Link identifying areas of language that they may find challenging. Interventions are then put in to place depending on the results of the assessments.

C) What is the approach to teaching children with SEN at Tidemill?

Every teacher at Tidemill is committed to providing a creative, differentiated and interesting curriculum contributing to a philosophy of accomplishment and achievement.

- Teachers have high expectations of *all* children and they look for ways to support them as individuals, preparing them for a successful, fulfilling future.
- All pupils receive 'quality first teaching' and a differentiated curriculum to meet the variety of needs within the classroom. This means that the teachers at Tidemill adapt and vary their teaching to meet the different learning styles and needs in the classroom.
- In addition to this, individual and group interventions provide extra support to those children who may need a more specific and targeted approach.
- The class teachers all use a provision map that is used to record these interventions ensuring that all the targets are monitored and evaluated. This enables the class teacher and SENCo to monitor the effectiveness of these interventions making sure that they are having maximum impact on the child's learning and progress.
- Strong encouragement of parental involvement, for example Inspire workshops and Stay & Play (supporting parents with their child's learning) and the Home School Agreement.
- Parental meetings with Family Liaison Officer
- A range of extra, targeted sessions for parents from internal and external specialists.

d) How is the learning environment and curriculum adapted for children with SEN?

- Every classroom is inclusive and supports a wide range of needs.
- Every classroom is dyslexia friendly supporting all children with literacy difficulties.
- A wide range of visuals and working displays are used to support children's learning.
- A visual timetable is used in every classroom.
- Children are positioned strategically in the classroom (for example if they have a visual impairment or hearing impairment they will be seated at the front).
- The learning environment is also adapted for individual needs for example children with autism (ASD) may have an individual work station and visuals to support them in class.
- Alternative recording methods may be used (scribing, use of ICT, mind mapping, photographs).
- The curriculum is scaffolded and differentiated to meet the needs of children. This could be 1:1 support, peer partners or group support. The teachers take into account that children may be visual, auditory or kinesthetic learners and provide a range of opportunities throughout the day.

e) What additional support for learning is available for children with SEN?

- Every class at Tidemill has a *Higher Level Teaching Assistant (HLTA)*, *Nursery Nurse* or *teaching assistant* who is trained in delivering interventions.
- Children with Education Health and Care Plans may have 1:1 support.
- Staff are provided with specific training tailored to the needs in their class.
- Small groups and interventions take place in every class.
- Additional teachers may be employed to provide interventions.
- Intervention may include, Early Literacy Support, Fischer Family Trust, Speech and Language Link, First Class number, 1:1 reading, social stories, booster phonics and math's session, precision teaching, numicon, ICT programs, fine motor skills, gross motor skills, Speech and Language groups, Circle of Friends or social skills groups.
- All extra-curricular activities are available to SEN children.

f) What activities are available for children with SEN in addition to those available in accordance with the curriculum?

- We provide a Makaton club, gross motor skills, social stories and rainbow club which are targeted for specific children.
- We have a sensory room, which has allocated time for children with SEN.
- We may have a residential trip to 'Macaroni Woods' for children with SEN and their parents.
- Inspire workshops for parents.

g) What support is available for improving the emotional and social wellbeing of children with SEN?

- At Tidemill we have a highly skilled *Learning Mentor* who supports children emotionally and socially.
- We also have 'Place2Be' which is a *counselling* service available to 12 children and also provides a daily drop in session for children.
- We have a very experienced *Family Liaison officer* who supports the children and their families.
- We work with targeted family support to support emotional well being of the children.
- We run 'Circle of Friends' which is an intervention that supports children with social skills.
- We also run social skills groups.
- The playground has a 'quiet zone' and rainbow club where children who find playtime difficult can go to as a calm, quiet safe place.
- We will also seek external professional help when needed from Educational Psychologists and CAHMs.

<p><u>SECTION 4</u></p> <p>Who is the SENCO and what are the contact details?</p>	<p>The SENCO is <i>Amy Herbert</i>. She works Monday, Tuesday and Wednesday. You can contact the SENCO by email: inclusion@tidemill.lewisham.sch.uk or phone the school on 02086923470.</p>
<p><u>SECTION 5</u></p> <p>What is the level of expertise and training of staff in relation to SEN?</p>	<p>The SENCO has a degree in Education and Psychology, a Masters in Educational Psychology and has completed the National Award for SENCOs. She also completed the Post Graduate Certificate of Education (PGCE) and has 7 years teaching experience. Through her career she has focused on SEN, working in a special school for the visually impaired and also as a Learning Mentor managing and supporting children with very challenging behavior. She was also a SENCO for 3 years prior to the roll at Tidemill. Additionally, she is a Specialist Leader of Education (SLE) and supports other schools with SEN children.</p> <p>Tidemill has a highly trained and talented staff with a great deal of expertise.</p> <ul style="list-style-type: none"> • We have a highly skilled team of teaching assistants and learning support assistants (LSAs) • Experienced Learning Mentor • Additional intervention teachers • Speech and Language Therapists <p>All staff have regular professional training on SEN. Outside agencies provide specific training to staff on ASD, Speech and Language, Specific Learning Difficulties and social and emotional issues.</p>
<p><u>SECTION 6</u></p> <p>How is equipment and facilities to support children with SEN secured?</p>	<p>Tidemill is a well-resourced school with a range of resources to support SEN.</p> <ul style="list-style-type: none"> • Tidemill is wheel chair accessible (DDA Compliant) • There are disabled changing and toilet facilities • Tidemill has a sensory room to support children with SEN.

<p><u>SECTION 7</u></p> <p>What are the arrangements at Tidemill for consulting parents of children with SEN?</p>	<p>At Tidemill Academy we want parents to be confident in our commitment to our pupils. Parents and carers are well placed to inform teachers about the needs of a child.</p> <ul style="list-style-type: none"> • Regular parent meetings take place with the SENCo and class teacher and child to review progress and well being. • Regular meetings with outside agencies take place to review targets set and progress of the child (for children with SEN support and EHCPs). • Two times a year parent consultations take place. • SENCo is available to meet with parents to discuss their child. • Regular coffee mornings related to specific needs are held with targeted parents of children with SEN.
<p><u>SECTION 8</u></p> <p>What are the arrangements at Tidemill for consulting children with SEN?</p>	<p>At Tidemill we feel it is imperative to gather the views of the child to make sure they are benefiting from the provision.</p> <ul style="list-style-type: none"> • Children with SEND are on the school council. • Intervention targets are reviewed with the children. • Children’s self assessment is encouraged in class. • SENCo interviews children on the interventions that they are receiving. • Pupils fill out a questionnaire about their experiences of school.
<p><u>SECTION 9</u></p> <p>What do you do at Tidemill if you have a complaint about the provision for your child?</p>	<p>We welcome feedback from parents. If a parent is unhappy they should initially speak to the class teacher. If the issue is not resolved they can speak to the SENCo and/ or the Headteacher. It is hoped that a solution would be reached between the school and the parents but if a problem still exists parents may seek the advice of the SEN governor and if a child is statemented or has an EHCP, the Local Authority. Parents may also be signposted to the local Parent Partnership Service. As a last resort parents have the right to go to an independent SEN tribunal.</p>
<p><u>SECTION 10</u></p> <p>What specialist services are available at Tidemill?</p>	<p>Tidemill works with a wide range of professionals who play a central role in supporting the school with identifying, assessing and managing provision for children with SEND.</p> <ul style="list-style-type: none"> • Tidemill has regular visits from Educational Psychologists, the Communication and Interaction Team and the Specific Learning Difficulties (SPLD) team. • The school has full-time equivalent Speech and Language Therapist who works in the resource base but also supports some children in the mainstream school for 1½ days per week.

	<ul style="list-style-type: none"> • Tidemill has 'Place2Be' which is a counseling service offered to selected pupils. They also run a drop in centre for children at lunchtimes. • Drumbeat workshops for parents. • Parenting courses.
<p><u>SECTION 11</u></p> <p>What are the contact details of support services for children with SEN?</p>	<p>Special Educational Needs 32 Kaleidoscope Child Development Centre, Rushey Green SE6 4JF Tel: 02030491475 Email: sen@lewisham.gov.uk</p> <p>ASD Support Drumbeat Brockley School Revelon Road London SE4 2PR Tel: 020 7635 9022 Email: outreach.admin@drumbeat.lewisham.sch.uk http://www.drumbeatasd.org</p> <p>Family Information Service Fourth Floor 1 Laurence House, Catford Road SE6 4RU Tel: 020 8314 8567 Fax: 020 8314 3048 Email: fis@lewisham.gov.uk</p> <p>Early Intervention Service Third Floor 1 Laurence House, Catford Road SE6 4RU</p>

SECTION 12

What are Tidemill's arrangements for SEN children when transferring between phases and or to the next stage of education?

Early Years Foundation Stage

A graduated transition is timetabled for the SEN children entering reception from nursery if they are currently at Tidemill. If they are at a different nursery they will have additional settling in visits to Tidemill. They will visit their next class and spend time with the staff. They are also provided with a picture of their teachers, classroom and new things that they may encounter to have over the summer holidays. Home visits with EYFS staff and the Family Liaison Officer are held before starting in the EYFS.

Transition meetings are held for specific children who are likely to find transition difficult. This will include parents, SENCo class teachers and any outside agency, where relevant. In this meeting a transition plan is discussed and targets, interventions and any relevant information about the child is discussed with the next teacher. Additional arrangements that are needed for the child will also be arranged (seating plan, resources)

KS1-KS2

Transition meetings are held for specific children who are likely to find transition difficult. This will include parents, SENCo class teachers and any outside agency, where relevant. In this meeting a transition plan is discussed and targets, interventions and any relevant information about the child is discussed with the next teacher. Additional arrangements that are needed for the child will also be arranged (seating plan, resources)

Year 6 – Secondary School Transfer

- Secondary transfers are arranged in Year 5 for children with an EHCP.
- Meetings with the SENCO, parents, outside agencies and SENCo of the secondary school takes place to hand over all of the transition information. Visits are arranged for the child to go with their TA or LSA to their secondary school to familiarise themselves with the school.
- The SENCo and Family Liaison Officer attend an information sharing day which all the SENCos from the secondary schools attend and information is shared about the children with SEN.
- The children have specific support and interventions focusing on independence and transition, as needed.
- The children are also supported by external agencies where appropriate (Place2Be support children with transition).
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SECTION 13

**Where is the local
authorities offer
published?**

Lewisham's local offer is available on this website:

<http://www.lewisham.gov.uk/myservices/education/special-educational-needs/Pages/Local-offer.aspx>