



SEN Information Report

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SEN Information Report 2018-2019

Tidemill Academy is a 'Centre of Excellence' for Inclusion which was awarded by the Inclusion Quality Mark (IQM) in September, 2017. Tidemill 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.

<p><u>SECTION 1</u></p> <p>What kind of Special Education Need does Tidemill Academy provide for?</p>	<p>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.</p> <p>Tidemill has a highly skilled team of teaching staff, teaching assistants and learning support assistants. We also have a 'Place2Be' which is a counselling service.</p> <p>Alongside the universal curriculum the following support may be given in the following areas:</p> <ul style="list-style-type: none">• 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
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<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 provision 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. Towards the end of the term 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 half 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.

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

- Pupil Progress Meeting – Three times a year the Senior Leadership Team, SENCo and class teacher meet to discuss children's 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) or Personalised Learning Plans (PLPs).

- 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
- 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.
- Some Reception children are assessed using Speech and Language Link in the first term 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 the 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 adopts dyslexia friendly strategies to support all children with literacy difficulties (Light coloured backgrounds on the Interactive Whiteboards).
- 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).
- All classrooms are fitted with Soundfield Systems to amplify the teachers voice.
- 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).

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

- 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 learn in different ways and provide a range of opportunities throughout the day.
- Every classroom uses 'Zones of Regulation' to help students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities
- 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 maths sessions, precision teaching, Numicon, ICT programs, fine motor skills, gross motor skills, Speech and Language groups, Circle of Friends or social skills groups.
- A number of ICT based interventions 'Power of 1 and 2' - supporting maths and Nessy, - supporting dyslexia.
- All extra-curricular activities are available to SEN children unless it is contrary to the safety of themselves or others.
- We have a Service Level Agreement (SLA) with Drumbeat Outreach team, who are ASD teachers and specialist advisers who offer support, advice and training to children, families and professionals
- We have a Speech and Language Therapist who works 2 days a week, offering assessments, recommendations, establishes interventions with children, runs parent workshops and trains teachers during CPD sessions

<p>f) What activities are available for children with SEN in addition to those available in accordance with the curriculum?</p> <p>g) What support is available for improving the emotional and social wellbeing of children with SEN?</p>	<ul style="list-style-type: none"> • We provide a gross motor skill, 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. <ul style="list-style-type: none"> • We have ‘<i>Place2Be</i>’ which is a <i>counselling</i> service available to 12 children and also provides a drop in session for children at playtimes. • We have a very experienced <i>Family Liaison officer</i> who supports the children and their families. • We work with targeted family support to support emotional well-being of the children. • We may 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 CAMHs. • Zones of Regulation is explicitly taught and used in every classroom to prompt independent skills in recognising and controlling changes in emotion. When children continue to find self-regulation difficult they may have their own personalised Zones board and tool box. • We have two members of staff that are under taking training in 2018 to learn how to deliver ‘Leading a Mentally Healthy School’ (LaMHS). • We make referrals to Lewisham’s ‘Outreach Inclusion Service’ who support schools in meeting the needs of children who present a range of social and emotional needs.
<p><u>SECTION 4</u></p> <p>Who is the SENCO and what are the contact details?</p>	<p>The full-time SENCo is Helen Pettengell You can contact the SENCo by email: inclusion@tidemillacademy.org or phone the school on 0208 3056096</p>

SECTION 5

What is the level of expertise and training of staff in relation to SEN?

The SENCo has a 1st class honors degree in Drama, a Post Graduate Certificate in Education, an Oxford Cambridge and RSA (OCR) Level 5 diploma in SpLD dyslexia and she will be undertaking the National Award for SENCos in September 2018.

She has had 8 years teaching experience prior to becoming a SENCo, 4 of which were as a specialist teacher in Tidemill Academy's Speech and Language Resource Base (S&LRB). After several successful years as a specialist teacher, she was promoted to the post of phase leader of the S&LRB. As phase leader of the resource base, she carried out a wide range of additional responsibilities and duties to ensure the S&LRB continued to deliver outstanding provision for children with specific language needs. She has inducted new members of teaching and support staff, ensured a consistency of approach in teaching and learning, liaised effectively with the senior leadership team, and worked closely with the speech and language therapists to ensure their contributions to the provision are significant, successful and inform daily practice.

Throughout her time in Tidemill's S&LRB, she has developed her understanding of national legislation, policy and procedures particularly in the context of specific learning difficulties. She has a good understanding of the SEN code of Practice. In her role as a phase leader and specialist teacher, she has been able to develop and refine her teaching strategies and expertise for supporting learners with a range of specific learning difficulties, including children with speech and language communication needs, ASD, dyslexia and global developmental delay.

Tidemill has a highly trained and talented staff with a great deal of expertise.

- We have a highly skilled team of teaching assistants and learning support assistants (LSAs)
- Additional intervention teachers
- Speech and Language Therapists

All staff have regular professional training on SEN.

Outside agencies provide specific training to staff e.g. ASD, Speech and Language, Specific Learning Difficulties and social and emotional issues.

<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 wheelchair 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 and monitor the progress of the child (for children with EHCP's or children with SEN support who are undergoing assessment or specialist outreach support). • Two times a year parent consultations take place. • SENCo is available to meet with parents to discuss their child. • Workshops related to specific needs are held with targeted parents of children with SEN. • Annual reviews for children with EHCPs. • In some cases, home school contact books
<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. • Pupil voice is collected for IEP reviews. • 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 has an EHCP, the Local Authority. Parents may also be signposted to SENDIAS (Special Educational Needs Disability Inclusion Service). As a last resort parents have the right to go to an independent SEN tribunal. Further details can be found in the Complaints policy available on Tidemill's website.</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 and the Communication and Interaction Team. • The school has a Speech and Language Therapist 2 days a week who works in the resource base but also supports some children in the mainstream school for 1 day per week. • 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> <p>SENDIAS (Special Educational Needs Disability Inclusion Service) Contact number 0203 319 2163, Email: Lewisham@kids.org.uk,</p>
<p>SECTION 12 How do we support children and young people looked after by the local authority who have SEN and how the curriculum has been made accessible?</p>	<p>If the child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan.</p> <ul style="list-style-type: none"> • Tidemill will co-ordinate these plans and will involve parents and carers as well as foster carers or social workers in discussions. • A wide range of pastoral care is available for children who are 'looked after' in the local authority including Place2Be. • A range of catch up interventions are also available if a child has been out of school. <p>Lewisham Virtual School: http://lewishamvirtuelschool.org.uk/about/about-us/</p>

SECTION 13

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 SEN children entering the EYFS if they are finding fulltime attendance too challenging. 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, the 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, the 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 the SENCo of the secondary school takes place to hand over all of the transition information. Visits are arranged for the child to go, possibly 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 e.g. Place2Be support children with transition.

<p>SECTION 14</p> <p>Where is the local authorities offer published?</p>	<p>Lewisham's local offer is available on this website:</p> <p>http://www.lewishamlocaloffer.org.uk</p> <p>Tidemill's local offer is available on the school's website.</p>			
<p>GLOSSARY</p>		<p>SENCo</p> <p>TA</p> <p>LSA</p> <p>EHCP</p> <p>EYFS</p> <p>IEP</p> <p>PEP</p> <p>DDA</p> <p>SEND</p> <p>SENDIAS</p>	<p>Special Educational Needs Coordinator</p> <p>Teaching Assistant</p> <p>Learning Support Assistant</p> <p>Education Health and Care Plan</p> <p>Early Years Foundation Stage</p> <p>Individual Education Plan</p> <p>Personal Education Plan</p> <p>Disability Discrimination Act</p> <p>Special Education Needs and Disability</p> <p>Special Educational Needs Disability Inclusion Service</p>	