

## **SEN information Report 2019 - 2020**

**At Tower View we will make sure, through high quality provision and a wide range of experience, that our children achieve.**

Tower View Primary School values the abilities of all its pupils and is committed to providing the best possible environment for learning for every pupil. To that end, we aim to

- ensure that all pupils have access to a broad and balanced curriculum
- provide a differentiated curriculum appropriate to the individual's needs and ability
- ensure the identification of pupils requiring SEND provision is done early
- ensure that SEND pupils take as full a part as possible in all school activities
- ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- ensure that SEN pupils, where practicable and age-appropriate, are involved in decisions affecting their future SEN provision
- make reasonable adjustments to aid children with mobility and sensory impairments
- In line with changes to the SEN Code of Practice resulting from the 2014 Children and Families Bill, Staffordshire Local Authority and the school are required to publish and keep under review information services that are available for the children and young people with Special Educational Needs & Disability (SEND) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

# The School SEN Information Report

This individualises the LA Local Offer to meet the needs of Tower View's SEND pupils as determined by school policy, and the provision that the school is able to offer.

**So, what can we at TVPS offer you and your child?** We hope that the following questions and answers will give you the information you need to help you make an informed choice regarding your child's schooling.

<p>How does the school know if children need extra help?</p>	<p>At Tower View, all staff members have every child's best interest at heart. The class teacher is responsible for knowing their class: specifically the individual child's strengths, weakness and needs. Every child's attainment and progress is assessed on a half-termly basis ensuring swift intervention. Thus, a child will usually be identified as having special educational needs by the class teacher, and through a variety of ways:</p> <ul style="list-style-type: none"> <li>• Liaison with previous setting (e.g. nursery/pre-school, previous school)</li> <li>• Attainment below age-expected levels/progress slower than expected (as judged through assessments or class work)</li> <li>• Concerns raised by parent(s)</li> <li>• Concerns regarding self-esteem, social, behavioural or emotional changes</li> <li>• Advice taken from supporting agencies (Peech &amp; language, SENIS, for example)</li> <li>• Liaison with health and social care professionals</li> </ul>
<p>What should I do if I think my child may have a special educational need or disability?</p> <p>Who are the best people to talk to about my child's needs?</p>	<p>If you think your child may have a special educational need or disability please talk to one of the members of staff mentioned below regarding your concerns.</p> <p><b>Your child's class teacher:</b> they are responsible for planning learning which matches your child's abilities needs and interests; and making reasonable adjustments to aid your child's curricular access. They, along with your child's Teaching Assistant, set targets by reviewing and writing Individual Education Plans and organising support for children with special educational needs.</p> <p>Our <b>Assistant SENCo:</b> Mrs Page <a href="mailto:mpage@towerview.net">mpage@towerview.net</a></p> <p>Our <b>SENCo:</b> Mrs Chapman <a href="mailto:jchapman@towerview.net">jchapman@towerview.net</a></p> <p>The <b>Headteacher:</b> Mr Ridout <a href="mailto:Headteacher@towerview.staffs.sch.uk">Headteacher@towerview.staffs.sch.uk</a></p> <p>We operate an 'open door' policy whereby we want to be available to parents, establishing and maintaining positive relationships. If one of the above is not available to you straight away, please talk to one of our <b>office staff:</b> Mrs Hancox and Mrs Evans, who will make an appointment for you. Tel: 01283 247455</p>
<p>How will I know how Tower View Primary School supports my child?</p> <p>How will I know how my child is doing?</p>	<p>Firstly, if your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to</p> <ul style="list-style-type: none"> <li>• Listen to any concerns you may have.</li> <li>• Plan any additional support your child may need.</li> <li>• Discuss with you any referrals to outside professionals to support your child.</li> <li>• Support you in helping your child.</li> </ul> <p>On a termly basis, you will be invited to an extended teacher/parent consultation meeting. Your child's teacher will</p>

<p>How will I be involved in discussions about and planning for my child's education?</p>	<p>discuss how your child is getting on and will value feedback from you. The teacher and TA will have reviewed your child's Individual Education Plan (IEP) and drafted new targets. These can then be discussed and agreed. We work closely with parents to obtain your views and help shape provision for your child/ren.</p> <p>Transition meetings are run, towards the end of the academic year, to ensure smooth movement to the next year group for children with particular needs. The school also works closely with the local high schools to support SEND pupils in their transition to secondary school. Annual reports to parents are sent out at the end of the summer term, which show the current attainment levels your child is working at and their future targets.</p>
<p>How will the curriculum be matched to my child's needs?</p> <p>How is the decision made about the amount and type of support my child will receive?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>In line with the current SEN Code of Practice, we operate a 'graduated response' of support whereby the amount and type of support your child receives will depend upon the success of interventions and your child's level of need.</p> <p>Within the classroom, each teacher is responsible for planning differentiated levels of activity which meet the needs of varying abilities within the class. This is known as 'quality first teaching'. The activities your child is given in each lesson will be structured in such a way to help them achieve the learning outcome. This may or may not involve adult support. Resources are also differentiated within the classroom to ensure children are able to achieve objectives. Classroom and table-top displays support children's independence. Our experienced teaching assistants work within the classroom in the mornings to support groups as directed by the teacher. For part of some afternoons, your child may be withdrawn from class to engage in intervention groups to help them to develop specific skills. These are run by our teaching assistants, dyslexia teacher or speech &amp; language therapist and cover a range of areas including numeracy, literacy, speech &amp; language, art, motor skills, and social skills.</p> <p>Class teachers, phase leaders and SENCo liaise closely to agree provision of support. The Senior Leadership Team, which is made up of the head, deputies, and SENCo also discuss strategic decisions. This includes applying for Additional Educational Needs funding for children whose needs are more complex or severe, and deciding upon allocation of our SEN resources.</p>
<p>What training are staff supporting children with SEND had or having?</p>	<p>The Headteacher has an Advanced Certificate in Education SEN: Leadership, Development &amp; SEN support. This was attained at Birmingham University. The SENCo has completed the National Award for SENCos (also through Birmingham University). The course gave an overview of the types of learning, behavioural, emotional and physical needs experienced by children, how to support these needs and how to access support from specialist services.</p> <p>Here at TVPS we are committed to the professional development of our staff. A <b>weekly staff meeting</b> and <b>regular training days</b> cover a breadth of training, including SEN. Recently, a number of teachers and teaching assistants had training delivered by our Educational Psychologist. This focussed on '<b>Emotional Literacy</b>' and <b>Pastoral Support Planning</b>. All classroom staff members are trained in using Numicon - a multi-sensory approach to number skill development. Our TAs have been trained by an occupational therapist to use 'Pindora's Box' and a touch typing programme. These are used across the school with children who need to <b>develop fine motor skills</b>. Added to that, a number of our TAs engaged in professional development by completing distance-learning courses. This led to one of them pursuing her interest further by attending a Local Authority-run Makaton course.</p> <p>Our Early Years staff is experienced in identifying special needs early on in the child's school life. Three members of staff have completed the ELKLAN training, enabling them to be more effective in their support of children with speech, language</p>

	<p>and communication needs. We have also recently taken delivery of the Wellcomm Speech &amp; Language diagnostic pack. This will help in identifying children early – they will then get help from our speech &amp; language therapists. In July 2019, all teaching staff attended some training on ‘Cued articulations,’ which is a Speech &amp; Language tool to help children with phonics. At the start of the new academic year, all staff will be trained in using ‘Word Aware,’ a resource to be used across the school for developing vocabulary.</p> <p>To ensure we keep abreast of current methods and innovations, the SENCo attends local network meetings and updates. We are great at using one another’s skills and experience, evaluating all that we do so that the children get the best that we can give them</p>
<p>How will you help me to support my child’s learning?</p>	<p>In September 2014, we launched a new homework policy. Details of this can be found on the school’s website. We hope that the weekly activities will help parents to support their children in developing their skills and understanding. If children struggle to complete their homework for any reason, a homework club is open on Tuesday lunchtimes where Mrs Carr and Mrs Garrett are available to give assistance.</p> <p>The ‘Seesaw’ app (and ‘Tapestry’ in EYFS) is a great way of seeing what your child is up to in class – and beyond.</p>
<p>What support will there be for my child’s overall well-being?</p>	<p>Ours is an inclusive school and we believe that children need to have their physical and emotional needs met in order to learn well. There is so much happening at Tower View that contributes to this, from ensuring all children are encouraged to participate in school life by giving them responsibilities and providing clubs, to giving extra support when needed. Mrs Page is our ‘inclusion’ expert with a plethora of tools and skills. Children can access ‘Forest Schools’, ‘Positive Play’, ‘ASPEN’, ‘Creative Crew’, ‘Circle of Friends’, ‘6T7’ ..... and many more! Burton Youth For Christ (BYFC) have always run clubs here at Tower View, with many children benefitting from ‘Imagine.’ Here they developed self-esteem and social interaction whilst making fantastic stop motion animation films. This year, BYFC have also been able to offer some ‘listening’ support for specific children and have worked with year 6 in preparing them for the next stage of their school life.</p>
<p>How will the school prepare and support my child when joining Tower View or transferring to a new school?</p>	<p>In some ways, there isn’t a ‘one size fits all’ answer to this question, as here at Tower View we recognise children’s individual personalities and needs. However, we do have a number of procedures in place for key transition points in a child’s life. These include pre-visits, home visits, transition meetings between staff &amp; parents, and transition groups for the children. We have close working relationships with our local pre-schools, primary and secondary schools. We also have a newly established procedure to support children for whom English is an additional language.</p>
<p>What specialist services and expertise are available in and through the school?</p>	<p><b>School provision</b></p> <ul style="list-style-type: none"> <li>• Teachers responsible for teaching SEN groups/individuals as part of ‘Quality First Teaching’.</li> <li>• Teaching Assistants and HLTAs with either individual children or small groups.</li> <li>• ICT support in the form of touch typing and use of Ipad apps delivered by teachers and teaching assistants according to need.</li> <li>• Teaching Assistants or HLTAs offering support for children with emotional and social development through Forest Schools, Lego Therapy, Nurture and specific interventions, delivered in a specialist room and sensory area.</li> <li>• Specialist Dyslexia Institute teacher (Mrs. Hakes) to support children with specific learning difficulties in the nature of dyslexia and dyscalculia. (2 days/week)</li> <li>• Independent Speech and Language Therapist (1 day/week)</li> </ul>

	<ul style="list-style-type: none"> <li>• Teaching Assistants trained to provide Forest Schools, Positive Play &amp; ASPEN.</li> <li>• Social stories, successfully used to help children with ASC and ADHD</li> <li>• School funded lunchtime and after school clubs</li> </ul> <p><b>Local Authority Provision delivered in school</b></p> <ul style="list-style-type: none"> <li>• Autism Outreach Service</li> <li>• Educational Psychology Service</li> <li>• Sensory Service for children with visual or hearing needs</li> <li>• SALT (Speech and Language Therapy)(NHS &amp; WMISL)</li> <li>• SENIS (Special Educational Needs Inclusion Service)</li> <li>• MEAS (Minority Education Achievement Service)</li> </ul> <p><b>Health Provision delivered in school</b></p> <ul style="list-style-type: none"> <li>• School Nurse (recently trained a dozen staff in epilepsy awareness).</li> <li>• Occupational Therapy</li> <li>• Diabetic Nurse (specific school staff trained in supporting children with daily management of diabetes)</li> <li>• Hearing and Visual Impairment Support services</li> </ul>	
<p>How accessible is the school environment?</p>	<p>It must be said that the Key Stage One building is more easily accessible than the Key Stage Two building, at present, being on a single level throughout and with direct access to the outside in most classrooms. However, both buildings now have disabled toilets (with a shower in KS2).</p> <p>The Key Stage Two building has a number of external and internal stairways, including to an upper floor. The Headteacher and governors are working with the Local Authority at present to find ways of improving access within this building. A ramp has been added to the playground entrance of the KS2 toilets. A ramp is due to be installed at another playground entrance to the KS2 building.</p> <p>The school works closely with outreach staff from Occupational Therapy, who advise on adjustments and resources for children with physical disabilities. Children with visual and hearing impairments are given support from the VI and HI outreach services. They also provide specialist equipment and advice.</p>	
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>We are committed to making reasonable adjustments in our resourcing and working practices, based upon risk assessments considered for outside and off-site activities. We want every child to have as full an experience as possible and will make adaptations to accommodate the needs of our children. Residential trips are open to all pupils and subsidised by the school, enabling as many pupils as possible to take part. Last year, children were driven to activities (where hyper mobility prevented walking long distances), wheelchairs were used, and staff got up in the middle of the night at camp to check insulin levels!</p>	
<p>Who can contact for further information?</p>	<p>SENCo: Mrs. J. Chapman  Assistant SENCo : Mrs. M. Page  Headteacher: Mr. A. Ridout  SEN link Governor: Kerri Tyler  Chair of Governors: Mrs Tracy Jones</p>	<p>School telephone number: 01283 247455</p> <p>Email: <a href="mailto:office@towerview.staffs.sch.uk">office@towerview.staffs.sch.uk</a></p> <p>Twitter: towerviewps</p>