

Local Offer for Special Educational Needs and Disability (SEND)

This document describes what we do to support our children with special educational needs or disabilities.

Tanners Brook Primary School is a mainstream school on the west side of the city of Southampton. We are currently a three form entry school. We also have a resourced provision for deaf children which caters for children in Early Years, key stage 1 and 2 from across Southampton and Hampshire.

The Special Needs Coordinator (SENCO) is: Jedd Hayward

The SENCO is responsible for the operation of the Special Needs Policy and the coordination of specific provision made to support individual children with SEND.

The SENCO liaises with staff to monitor pupil’s progress and plan further interventions when children make slower progress than expected. They also liaise with a wide range of external agencies who are able to give more specialist advice. They ensure parents are kept informed of their children’s needs and any support provided.

If you have any concerns regarding SEND matters, do not hesitate to contact us.

We believe that:

- All children should be valued regardless of their abilities and behaviours.
- All children are entitled to a stimulating, broad and balanced curriculum which is matched to meet their individual needs.
- All children can learn and make progress.
- All children should be supported and challenged to achieve their full potential.

We achieve this by:

- Conducting frequent and effective assessments of our children.
- Using this information to support provision and making adaptations to cater for children’s individual needs.
- Fostering effective working partnerships with children, parents, external agencies and the local authority.
- Developing children’s self-esteem, confidence and independence in preparation for the future.

Education Framework

The following table demonstrates how we support all children with SEND which include the following areas of need:

- Learning difficulties
- Communication difficulties
- Autism spectrum disorders
- Specific learning or medical difficulties
- Physical and sensory difficulties including hearing and visual Impairment
- Behaviour, emotional and social difficulties including mental health and ADHD

	Whole School Practice Quality First Teaching	Targeted support for small groups or individuals (short/medium term)	Specialised Individual Support (medium/longer term)
Teaching Approaches	<ul style="list-style-type: none"> * Range of learning styles catered for including: <ul style="list-style-type: none"> - Visual prompts, - Talk opportunities - Chance to make/play/do - Role play/drama; *Differentiated questioning; *Modelling and scaffolding of learning; * Regular assessment of children’s progress within and after lessons; *Children given a chance to create own next steps and to build on these; * Activities/groups changed based on 	<ul style="list-style-type: none"> * Additional guided reading; * Planned opportunities for children to practise routines associated with elements of the their learning day; *Additional opportunities for guided oral language development, e.g. structured talk, discussion about text, role-play; *Planned opportunities for pre-teaching or preparation for whole-class sessions; * Language and vocabulary enrichment programme; *Targeted group and individual 	<ul style="list-style-type: none"> *Careful targeting and reviewing of individual support for pupils with individual education plans (IEP) and individual behaviour plans (IBP); * Small-group or individual withdrawal during main teaching or group sessions to focus on phonic skills and development; *Individual session with visiting specialists e.g. SLT (Speech and language therapist) , SALSA (speech and language special assistant) and Springwell Outreach (specialist advice from a special school for children with

	children's learning needs during and between lessons.	support in lessons as appropriate.	complex learning needs)
Learning/ Curriculum	<ul style="list-style-type: none"> *Independent activities provided range of opportunities for discussion, learning, cooperation and recording; *Pupils will have access to the National Curriculum and Religious Education; *The school's curriculum will be adapted to take account of the needs of groups and individuals; *Two formal Parents' Evenings plus opportunity for parents to meet with teachers via appointment at any time. 	<ul style="list-style-type: none"> * Pupils with specific needs are identified through Pupil Progress meetings, class teacher discussions with SENCO and discussions with parents; *Intervention programmes for small groups and individuals are planned with support from the SENCO and class teacher. 	<ul style="list-style-type: none"> * Curriculum is specifically differentiated to take account of pupil's specific needs and may include use of P Scales to plan tailored programmes for the child; *Targets set by outside agencies are followed in class and regularly reviewed by the outreach teacher, class teacher and SENCO. *Teachers of the Deaf provide tailored programmes for deaf children to target specific need.
Support	<ul style="list-style-type: none"> * Teacher and Teaching assistant (TA) support all pupils in class through group work and targeted support; *Differentiated activities to enable all children to work independently; *Chance to 'catch up' with booster teacher in most year groups *Approaches designed to support children with a range of learning needs (e.g. dyslexia, hearing impairment speech, language and communication needs) are used in all lessons throughout the school. 	<ul style="list-style-type: none"> *The school has a TA with a specific role of developing pupils' speech, language and communication skills either in small groups or on a one-to-one basis (with support from SALSA and Speech Therapist); * Intervention programmes for small groups and individuals are planned with support from the SENCO and class teacher. 	<ul style="list-style-type: none"> *Two teachers of the deaf support children in specially designed units and also support class teachers in how to cater for deaf children's needs; *Signing communicators support children needing Sign support e.g. Makaton and British Sign Language. * Pupils with SEND in school may also be supported by external agencies and parents are consulted. The primary contact for these agencies is the SENCO although class teachers and teaching assistants are also involved.
Environmental and Physical Resources	<ul style="list-style-type: none"> *Tanners Brook is an inclusive setting that welcomes all children regardless of their abilities; *Displays with relevant vocabulary/prompts are updated as required; * Use of big books/laptops/ Smartboards/posters to develop understanding; *Dyslexic friendly teaching strategies are used by teachers at all times to ensure those with dyslexic tendencies have access to all aspects of the curriculum. 	<ul style="list-style-type: none"> *The school has 2 dedicated ELSA rooms; *The school environment has been adapted to allow accessibility for wheelchairs and also children with hearing and visual impairments. *Range of visual/practical resources are used to support children who may find access to learning more difficult (those with dyslexic tendencies, ASD, ADHD etc.); 	<ul style="list-style-type: none"> *Yellow paint on all external edges to support children with a visual impairment; *Ramps in place to all internal entrances; * Hearing Impaired units contain resources and trained staff for deaf children. Staff are all trained at varying levels of signing/communicating support; *All classes and halls have sound field systems to support children with radio aids; *Evac chair for use on stairs in case of emergency; *SENCO co-ordinates liaison and multi-agency working to support pupils with SEND to provide any specialist equipment or adaptations that may be needed.
Behavioural and Emotional	<ul style="list-style-type: none"> *'Golden Rules' reinforced across both key stages; *Consistent use of rewards and sanctions for pupils; *Behaviour team to ensure least disruption by poor behaviour; *Regular contact with parents by the class teacher and behaviour team if behaviour becomes a cause for concern. 	<ul style="list-style-type: none"> *Four School Emotional Literacy Support Assistants have received training from Educational Psychologists on aspects of emotional literacy (self-esteem, anger management, bereavement), to provide emotional support to children where necessary; *Family Support Advisor to work with vulnerable children and families; *School behaviour team to ensure close working with children who find learning challenging at times through reward charts and diaries; *Emphasis on finding children's triggers and motivators and supporting them accordingly; *Emphasis on teaching children new behaviours. 	<ul style="list-style-type: none"> *Vermont Outreach to support class teacher, parents and child; *Use of Educational Psychologist to provide strategies and insight into child's needs; *Consideration of 'The Compass Centre' as an opportunity for children to learn new behaviours.

Frequently asked questions from parents/carers:

How does TBPS know if children

Tanners Brook Primary School is committed to early identification of special educational need. All

need extra help? What should I do if I think my child may have additional/special educational needs?	<i>children are tracked through pupil progress meetings and frequent discussions between class teachers, TAs and the SENCO. If a child is not making expected progress, then this is discussed with the SENCO to see whether additional or different provision is needed. If you have any concerns, please speak to your child's teacher or the SENCO.</i>
How will TBPS support my child?	<i>Your child's class teacher in liaison with the SENCO where necessary will oversee and plan your child's education programme; this will be shared with you as parents and carers. Depending on the intervention required your child may be working in a small group with support during lessons. Sometimes a pupil requires support to access the curriculum or to manage his or her behaviour. A Teaching Assistant may support your child to be successful. It may be appropriate for your child to have one-to-one support in areas such as speech, language and communication, reading, maths, phonics, etc.</i>
How will the curriculum be matched to support my child's needs?	<i>All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. The quality of teaching and learning is monitored rigorously by the Leadership Team. The SENCO oversees any intervention programmes and monitors these closely through observation and data analysis.</i>
How will I know how my child is doing?	<i>You are able to speak to teachers on a daily basis on the playground after school. You can also ask for an appointment to speak with your child's class teacher or the SENCO at a mutually convenient time. There are 2 parent evenings in October and March and you will receive a written report in the summer term. We will always ask to see you if we have concerns about your child's progress. You may receive text messages or phone calls giving you information on your child's achievements or behaviour. If your child has a statement of SEN/Education Health and Care Plan, an annual review is held according to the guidance in the SEN Code of Practice.</i>
How are the school's resources allocated and matched to children's special educational needs?	<i>If your child has a Statement of Educational Needs/Education Health and Care Plan then resources are allocated as specified on the document from the school's budget up to the first 12 hours. Any time more than this is funded by the local authority. All other needs are targeted on a needs generated basis.</i>
How is the decision made about what type and how much support my child will receive?	<i>This will depend on your child's specific needs and will be based on discussions between the teacher, the SENCO, the head teacher and yourself.</i>
What support will there be for my child's wellbeing?	<i>At Tanners Brook we have a behaviour team and ELSAs who support from Early Years to Year 6. They will support children with social, emotional and behavioural difficulties. One-to-one support can be provided by both the behaviour team and our Emotional Literacy Support Assistants. Our Family Support Advisor supports children in their overall well-being, whilst working alongside parents. We have close links with our school nurse who regularly visits school to complete health checks, meet with staff and pick up referrals.</i>
What access does my child have to specialist services?	<i>We also link with other professionals such as Child and Adolescent Mental Health, Jigsaw, Social Care, Educational Psychology, the Teacher Advisory Service, Occupational Therapy, Speech and Language Therapy, Springwell Outreach (for learning), Vermont Outreach (for behaviour) and 'Family Matters' support workers.</i>
What training have staff who support children had?	<i>Tanners Brook Primary School ensures that the SENCO is correctly trained and up to date in current practice. They and all other staff receive regular training and updates on SEN, autism, supporting pupils with ADHD. We have two Teachers of the Deaf who run our resource bases and they are supported by staff who have a range of expertise in sign language, communication and supporting deaf children. As a school, we link closely with schools in our Federation (Redbridge and Lordshill) to provide additional information and support.</i>
How will my child be included outside the classroom Including on school trips?	<i>We make every effort to include all children on school trips. If an individual risk assessment is required we will write this in order to ensure that everyone is fully included and additional support is put in place where appropriate.</i>
How accessible is TBPS?	<i>We make every reasonable adjustment possible. The Key Stage 2 part of the school site is across two levels but we have moved a class downstairs in order that a pupil could access this. All toilets are accessible, one of which has a shower, automatic changing bench and child level sink. Classrooms and halls have sound field systems to support our deaf children and ramps are available for those with a physical impairment.</i>
How will TBPS prepare and support my child to join the school and then transfer to a new school?	<i>When your child joins the school, you will be shown round and introduced to key members of staff who will support your child. This will be a chance for you to ask any questions that you may have. There are visits to Pre-Schools in order that TBPS staff can liaise with their staff about each child's individual needs. A part-time start can be arranged. Year 6 staff, the ELSAs and the SENCO liaise with the receiving secondary schools. Extra transition visits are arranged as necessary.</i>
Who can I contact for further information or if I have concerns about the SEND provision for my child?	<i>Your first point of contact, if you want to discuss something about your child, is your child's class teacher. You can also contact the SENCO or any member of the school leadership team if you have any questions. If you would like to apply for TBPS please contact the school to arrange a visit and make an application through Southampton Local Authority admissions.</i>

How does TBPS know if I need extra help?	<i>In lessons, you should ask either your teacher or the teaching assistant if you find your work difficult and they will do what they can to help you. They also will plan your work carefully to make sure it challenges you, but not too much!</i>
What should I do if I am finding things hard and think I need extra help?	<i>You can talk to someone at home and they can talk to your teacher. You can also talk to your teacher or Teaching Assistant.</i>
How will the teacher help me and my individual needs?	<i>Your teacher will give you work that will allow you to learn and make progress. They will make sure that it is not too easy and not too hard, but it will make you think.</i>
How will I be involved in planning for my needs and who will explain it and help me?	<i>Your teacher will have a meeting with you to discuss how you are getting on. Your teacher will also talk to you and involve you in setting and reviewing your targets, including those on an Individual Education Plan (IEP) and Individual Behaviour Plan (IBP) where appropriate.</i>
How will I know if I am doing as well as I should?	<i>Your teacher/teaching assistant will tell you throughout your lessons and through their marking of your books how well you are doing and what you can do to improve. Someone from home will have parents' meetings in the Autumn and Spring term with your teacher to explain how you are doing. You will also have a school report in the Summer term. Whenever needed, your teacher will speak to someone from home so you will know how well you are getting on in your learning.</i>
Who will tell me what I can do to help myself and be more independent?	<i>Your teacher and teaching assistant will help you with class routines and expectations to help you become more independent. There may be targets on your IEP/IBP which will also help you with this. You may also work with the ELSAs or the behaviour team.</i>
What should I do if I am worried about my work?	<i>Talk to your teacher, teaching assistant or any adult who you feel can help you in school. If you don't feel able to talk to a school member of staff, talk to someone at home and ask that they contact the school for you.</i>
How can I get help if I am worried about something other than my school work?	<i>Talk to your teacher, teaching assistant or any adult who you feel can help you in school, particularly the ELSAs or the behaviour team. Also you can always speak to Mrs Worth (Family Support Adviser), Mrs Scanlan (Deputy head Teacher) or Miss Baker (Head Teacher).</i>
Are there people in school who have been trained to help young people who need extra help?	<i>Our SENCO is trained to help children with learning needs. We also have a Family Support Adviser and Emotional Literacy Support Assistants you can ask to talk to.</i>
Can TBPS get help from people outside the school if they need to?	<i>We work with lots of people who can support you too, for example, speech therapists, nurses and social workers.</i>
How will TBPS help me when I start and leave the school?	<i>We will talk to your current school and your parents/carers. You are welcome to come and visit Tanners Brook Primary School. You can look at our website and write you a social story if this would help you. You could also explore our website further. A member of staff will give you a tour of the school once you have started.</i>
<p>If I have difficulty taking part in school activities, what different arrangements can be made?</p> <ul style="list-style-type: none"> • How will I know who can help me? • Who can I talk to about being involved in school activities if I need extra help? 	<p><i>We can move classrooms around if you are unable to walk up the stairs. We have three disabled toilets and a shower room.</i></p> <p><i>You will be introduced to all staff that will be working with you so that they understand your needs.</i></p> <p><i>You can talk to your class teacher or Teaching Assistant if you would like to be involved in school activities where you may need extra help.</i></p>