

SEND Information Report 2023-24

Town Farm approach to teaching pupils with SEND

Our school is an inclusive school where every child matters: Every Child, Every Day, Every Moment. We aim to address pupils needs and support their development in the most appropriate way possible and celebrate their successes and achieving the Town Farm Standard.

- At Town Farm Primary School, we have rigorous monitoring in place that tracks the progress our learners make. We use data and other forms of assessment to identify additional needs. The progress of all pupils is monitored regularly by class/subject teachers and the senior leadership team so that when a pupil is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned.

Who are the best people to talk to in this school about my child's difficulties with learning/special education needs or disability?

The class teacher

Responsible for

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-coordinator (SENDCO) know as necessary.
- Writing pupil progress targets/One page profiles, based on the smaller steps outlined and sharing and reviewing these with parents at least once each term and planning for the next term.
- Adaptions are made to the curriculum and learning environment by personalized teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom for all the pupils they teach with any SEND.

The SENCO: Claire Smith

Responsible for

- Developing and reviewing the school's SEND policy.
- Coordinating all the support for pupils with special educational needs or disabilities (SEND)
- Ensuring that you are
 - i) Involved in supporting your child's learning
 - ii) Kept informed about the support your child is getting
 - iii) Involved in reviewing how they are doing.

- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help pupils with SEND in the school to achieve the best progress possible.

The Head teacher: Mr Asif Bhatti

Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENDCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor: Mr Chris Burns

Responsible for

- Making sure that the necessary support is given for any pupil with SEND who attends the school.
- School contact telephone number: 01784 254380

Assessing SEND at Town Farm School

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Town Farm school we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their teacher. The Special Educational Needs and Disabilities Coordinator (SENDCO) will also support with the identification of barriers to learning. We have a range of assessment tools available.

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services; which are described on the Local Offer website some examples are mentioned below.

Local Authority Provision delivered in school:

- Autism Outreach Service (Freemantles Outreach Service)
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service

- SLT (Speech and Language Therapy)

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS

Who are the other people providing services to pupils with SEND in this school? (School provision -See Wave Provision)

Staff receive training from a number of sources including attending Surrey registered training programmes and have trained specialist teachers providing INSET and termly support within school. This ensures that pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND.

- Teachers are responsible for teaching and meeting the needs of pupils with SEND within their classes.
- Class teachers, Teaching Assistants and HLTAs work with pupils in groups and individually to support needs.
- Class teachers, Teaching Assistants or HLTAs offering support for pupils with emotional and social development through our social skills groups
- Class teachers, Teaching Assistants or HLTAs offering support for pupils with language needs through our speech and language groups.
- Speech and language therapist offering support for pupils with language needs through assessment, training, advice and support.
- Learning Mentors work with pupils in groups and individually to support additional needs.
- ELSA trained staff supporting pupils' emotional needs.

What are the different types of support available for pupils with SEND in our school?

Class teacher input, via excellent targeted classroom teaching (Quality First Teaching). Please see the Wave Provision.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCO) are in place to support your child to learn.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- That your child's emotional and social well-being will be catered for with our trained social skills groups, learning mentors and ELSA staff.
- Specific group work - Intervention which may be run in the classroom or a group room by a teacher or teaching assistant.
- Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEND Code of Practice 2014: SEND Support or ECHP

SEN Support: A pupil has been identified by the Inclusion Leader or SENDCO, class teacher or parent as needing some additional or different support. Your child will be entered on the school SEND register and monitored to ensure good progress is made.

What could happen if my child still continues to make slow progress?

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.
- ECHP: This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for pupils with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child may also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need), Outside agencies such as the Speech and Language Therapy (SALT/SLT) Service.
- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made through the L-SPA there will be a panel meeting with outside professionals (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a further assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Coordinator (SENDCO).
- The school SEND Governor can also be contacted for support.

There are a number of opportunities and ways to discuss your child's progress at Town Farm. Parents/carers will be invited to a parents meeting to discuss the support that the school are providing and how they can help their child at home. During Parents' consultations we will talk about the progress your child is making and share ideas about how we can together help them to do even better. Further meetings can be set up when concerns are raised. The SENDCO is involved when the pupil is attending intervention groups and outside agencies are working with the pupil. We have the North East SEND specialist teacher service to provide further support to parents/carers.

How will the school let me know if they have any concerns about my child's learning in school.

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

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

How is extra support allocated to children and how do they progress in their learning?

- The school budget, received from Surrey LA, includes money for supporting pupils with SEND.
- The school evaluates the effectiveness of the provision made for pupils with SEND by The Head Teacher deciding on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including; the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.