

Tinsley Meadows Primary Academy



SEND Information Report (Reg 51)

Tinsley Meadows Primary Academy is a mainstream school where we are committed to providing access to the curriculum and a full school life for all our children. We believe that children are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives and to make a successful transition into adulthood whether in employment or further education.

From the parent or carer's point of view:

1. [How does the school know if children need extra help, and what do I do if I think my child may have special needs?](#)

How do you identify children with special needs?

- We liaise with any previous school or early years setting, sharing information and paperwork.
- We are notified of special educational needs/disabilities from outside agencies, e.g. Health Visitor, Early Years Specialists, Occupational Therapy, Child and Adolescent Mental Health Service (CAMHS) or the Educational Psychologist.
- There are termly pupil progress meetings which are held with your child's class teacher and a member of the Senior Leadership team – where appropriate the Special Needs Co-ordinator (SENCO) will also attend.
- Concerns raised via our online monitoring system CPOMS or at informal teacher meetings, are followed up and investigated.
- We regularly scrutinise assessment data gathered across the school via the school's progress tracker system.

How will I be able to raise any concerns I may have?

- Your first port of call is always your child's class teacher.
- We have an open door policy at our school. You are always welcome to come and discuss concerns before or after school. If you need a longer session, it's usually best to make an appointment.
- There is also the parents' coffee morning where you are always welcome to come in for a chat and a cup of coffee with a member of the pastoral support team or other parents.
- We hold termly Assertive Mentoring meetings, where you are invited into school to discuss your child's progress with their class teacher. Alongside this you can always make an appointment with either of the school's SENCOs by letter or telephone.

If the school is a specialist setting what kinds of SEND do you cater for?

- Whilst our school is not a specialist setting, we have a team of staff and support staff with skills and experience in dealing with a wide range of needs, such as dyslexia, speech and language, autistic spectrum disorders and sensory/physical disabilities.

2. [How will the school staff support my child?](#)

Who will oversee and plan the programme and who will be working with my child and how often?

- Your child's programme will be overseen by one of the SENCOs and is planned in conjunction with the class teacher.
- A range of people work with individual children in our school. Usually, it will be a trained Learning Support Assistant who is working on a one to one or group basis with your child.
- The frequency of additional tuition and support will depend upon your child's individual needs.
- On occasions, it may be a member of an outside agency team; e.g. a teacher of the deaf to support learning in class, or a speech and language specialist to develop language skills.

What will be their roles?

- To work with your child in achieving the individual targets set out, termly, in their Assertive Mentoring Form.
- To keep records of the work covered, progress made and any areas of weakness.
- To carry out assessments and reviews.
- To liaise with parents, staff members and the SENCOs regarding progress and areas for future focus.

Who will explain this to me?

- The SENCO in partnership with your child's class teacher and (where necessary) a member of an outside agency team.

How are the school's governors involved and what are their responsibilities?

- There is a governor with responsibility for Special Educational Needs (Ms S Sutherland).
- Child protection issues are the responsibility of the safeguarding governor (Mr D Sandilands).
- The progress of pupils is scrutinised by the governors' Achievement and Attainment Committee, who meet termly and track the progress of all pupils with special needs and other vulnerable children. It is the responsibility of these governors to report back to the full governing body.

How does the school know how effective its arrangements are for pupils with special educational needs?

- The Senior Leadership Team (SLT) monitors the provision for pupils with SEND. The SENCOs are members of the SLT and report back to the team on matters regarding SEND.
- Any SEND evaluations, notes or test results are stored in your child's individual file which is kept in a secure filing cabinet.
- Assertive Mentoring reviews are carried out termly when progress against specific individual targets is scrutinised and acted upon. Lack of progress towards meeting these targets would indicate that arrangements are ineffective, and alternative strategies are discussed and implemented.

- The progress of your child towards their target levels is tracked termly using the school's Progress Tracker data collection sheets which is the Sheffield STAT tracker.
- In addition, we monitor and report back on your child's attitude to tasks and school life in general, their self-esteem and general well-being which are also recorded on the Assertive Mentoring form and the Every Child Matters form. If any member of staff has concerns around any of these issues then they are further recorded on CPOMS.

3. [How will the curriculum be matched to my child's needs?](#)

What are the school's approaches to differentiation?

- Our school takes account of each individual's strengths and weaknesses when planning for the curriculum. All plans have provision for different activities and possible outcomes dependent upon the child's abilities and needs. Our staff are aware that not all children learn in the same ways, and take account of multiple intelligences (visual, interpersonal, musical/auditory etc.) when planning activities.
- Where appropriate your child can expect to have visual, aural or sensory prompts, as well as an appropriate level of adult or peer support.
- We make adjustments and arrangements for physical, emotional and educational difficulties/ barriers, and we strive to overcome these.

How will that help?

- Your child will feel valued and supported whilst they learn the important steps to increased independence.
- Your child will be included in as much of school life as possible, both in and out of the classroom.
- Your child will meet their targets - emotionally, socially and educationally.

4. [How will both you and I know how my child is doing and how will you help me to support my child's learning?](#)

In addition to the normal reporting arrangements what opportunities will there be to discuss his or her progress with the staff?

- Before or after school, with your child's class teacher or the SENCO after school (it's usually best to make an appointment.) The SENCO is available Monday-Friday and by arrangement during the school day, and other members of the pastoral support team are available daily.

How does the school know how well my child is doing?

- Formal and informal observations, on a daily basis, by all staff involved.
- By standard assessment testing and close scrutiny of progress tracker data
- By regular maths, spelling and reading tests.
- By regularly reviewing your child's targets and acting upon the information in these reviews.
- By teaching staff and assistants' comments and informal observations.
- By observing your child's attitude and approaches to learning and school life in general.
- By yearly reviews in addition to the three Assertive Mentoring meetings for children with Education, Health and Care Plans (EHCPs - formerly Statements).
- By termly reviews of Personal Education Plans (PEPS) for Looked After children.
- Through reviewing My Plans with the appropriate agencies, staff, pupils and parents.

How will I know what progress my child should be making?

- Every opportunity is offered to parents to come in and discuss their child's individual programme and targets. At these meetings, clear targets are agreed and set out, and the progress they can be realistically be expected to make is discussed.

What opportunities will there be for regular contact about things that have happened at school?

- You can expect to be contacted by phone or letter, and are always welcome to come in on a daily, weekly or termly basis, as appropriate, to discuss what has happened over that period in school.
- We hold parent workshops during each term in order to allow parents the opportunity to see what their child has been working on in class and to learn strategies to support their child at home.

How will you explain to me how his or her learning is planned and how I can help and support this outside the school?

- By regular Assertive Mentoring meetings to discuss your child's individual plan.
- By individual sessions to demonstrate apparatus and equipment and at whole school/parent workshops.
- By providing follow up activities and equipment for use at home, e.g. loaning sets of maths equipment, books, reading page filters and sets of spellings currently being tackled.
- By establishing links to any home tutors with whom your child might be working.

How and when will I be involved in planning my child's education?

- We believe that the person who knows your child best is you, and the starting point of any effective provision must be a good understanding of your child based upon the information and insights you provide.
- We encourage your active participation in planning and making the best provision for your child and depend upon your expressing any concerns, feedback and feelings regarding their provision and progress.
- At all liaison meetings mentioned under previous questions/answers above.
- By attending joint training sessions (see below).

Do you offer any parent training or learning events?

- Two or three times a year there are courses run for parents which are facilitated by the Family Learning Group.
- On occasions, we have sent staff and parents on local courses, for example courses on autistic spectrum disorders run by the NHS.

- In FS1 and FS2, courses have been run to help develop learning through play in the home. During this course various activities are modelled to help develop children's basic skills and enhance parental engagement. There is also opportunity to take part in Rhyme Time with one of the Learning Mentors who teaches the children new rhymes which they can then practise at home with their parents.

What support will there be for my child's overall well-being?

- Most of our teaching assistants are trained first aiders and are spread across school. We have six advanced first aiders who work full time in school. Ms A Brunt has overall responsibility for children's Individual Care Plans. She liaises closely with other appropriate members of staff, parents and health professionals, and is available during the school day to meet with you and discuss any concerns you may have regarding your child's health.
- The management and administration of your child's medicine will be by Ms A Brunt or Miss R Hughes.
- There are fully accessible disabled toilets on all floors.
- We have a team of staff responsible for the pastoral care of children who may be experiencing any problems socially or emotionally. These might include issues of bereavement, domestic abuse, child mental health, friendship or difficulties caused by family break up. They liaise with parents personally, by phone or email, on a daily basis if necessary, as well as keeping staff informed of any issues affecting a child. In the same way, the pastoral team have good lines of communication with other staff, who can always voice any concerns or worries about a child's wellbeing in confidence.
- We have a rigorous system of carrying out and updating risk assessments for any activities involving dangers, both on and off site.
- The school has a system of Learning Mentors and where appropriate a named person is attached to a child who might be at risk of underachieving due to social or emotional issues. Individuals are assigned a Learning Mentor, on a needs basis, and that person will be a constant throughout their school life. The Mentor's role is to keep a constant eye on their children, especially at less structured times such as playtimes or lunch breaks. They log any observations and report back to the SENCO, and/or class teachers on a regular basis.

Social Support

- The school employs a Senior Learning Mentor, two Learning Mentors and a Pupil Support Officer full time. This role includes liaison with parents/carers and provides the children with tailored support with any problems they might have; either as a one off session or an ongoing, regular basis. The Pupil Support Officer and Learning Mentors also have responsibility for monitoring attendance of pupils and will make home visits if a child is persistently absent.
- The Senior Learning Mentor, Learning Mentors and Pupil Support Officer are able to assess and refer families and children to MAST for further support if parents request this. They are also able to encourage parents to attend the MAST drop-ins which happen each week in school in order to access further support.
- The school also employs Family Advocacy Workers and their roles are to help promote parental engagement with the school through providing support for parents, staff and agencies through being able to translate important messages between both parties.
- The school has a range of strategies for providing social support including 'buddy' systems, playground friends, social communication groups and Circle Time.
- Staff will liaise with you either in person or by phone regarding any incidents or social difficulties being experienced by your child.

What support is there for behaviour, avoiding exclusions and increased attendance?

- There is daily pastoral and behavioural support at playtimes from the Learning Mentors.
- Children are sometimes encouraged to join more structured play groupings in the playground under the supervision of an adult.
- Where appropriate children have the opportunity to spend time in our sensory room or to attend sessions held in our nurture provision - The Den.
- Individual or group sessions are provided with a member of the pastoral support team in managing behaviours such as anger or anxiety - in close partnership with you, the parent.
- Individual workstations are sometimes set up in classrooms, for example to cut out distractions and possibilities for poor behaviour.
- There are then sometimes staged exclusions from the classroom with work and activities carried on outside the room, at the same time building firm strategies for the child's return.

- Home-school liaison – report charts and incentive programmes are created to earn stars or points. Behaviour modification charts are shared with home to reinforce their messages.
- In cases of attendance problems, your child will be supported throughout by home visits and close liaison between the pastoral support team and outside agencies involved, for example the Attendance Officer or a member from the Multi-Agency Support Team (MAST). The pastoral support team report to the class teacher and sometimes work is sent home. We work closely with any home tutors and co-operate in reintroduction to school programmes.

How will my child be able to contribute their own views? How will the school support my child to do this?

- The child is always present at their Assertive Mentoring meeting so that they have the opportunity to comment and contribute to drawing up their targets. Involvement of the child in their review is also helpful to see how they have progressed. Where appropriate there is a translator made available and all the forms are translated into the child's first language.
- Targets are written in accessible 'child speak', and are very much working documents. The child's views are valued and reflected in new targets set.
- At reviews of children with EHCPs or My Plans, the children write or are helped to write their comments on their feelings, strengths and areas for development.
- By giving your child the opportunity to talk, either to their support assistant or their Learning Mentor on a one to one basis, they will be more likely to express their views and feelings, rather than in the busy classroom.
- By way of individual sessions with a member of the pastoral support team, children are encouraged to feel secure and confident to speak up about their thoughts and feelings.
- In the wider school family, each class is represented by a member of their group at the School Council, where concerns and issues brought from their classmates can be aired. There are also Rights Respecting Ambassadors within Key Stage 2 who focus on the rights of the children throughout school.
- Pupil surveys have been carried out in order to ask the children's opinions on various matters which will then be used to inform decisions made for the school.

5. [What specialist services are available at or accessed by the school?](#)

Are there specialist staff working at the school and what are their qualifications?

- Sensory support teachers come in from the county team to work with children needing specific teaching such as the use of hearing aids.
- The local authority/NHS Physiotherapy and Occupational Therapists work with and direct programmes for children with physical and sensory needs.
- The speech and language service (NHS) provides expertise in assessing, drawing up programmes and monitoring, plus the training needs of the staff.
- The Local Authority Educational Psychology service provides expertise in assessing needs and devising/advising on programmes.
- School also works with the Learning Support Service, to assess and resource sessions for children with additional needs.
- The Child and Adolescent Mental Health service (CAMHS) doctors and team workers provide expertise in emotional, family and social issue cases.
- Social services are called upon in child protection issues and involved in cases affecting the child due to family issues.

6. [What training are the staff supporting children and young people with SEND had or are having?](#)

- There are two SENCOs at Tinsley Meadows Primary Academy as well as an assistant to the SENCOs. One SENCO, who is a trained teacher, has been in the post for nine years and has an additional Special Educational Needs diploma. She is currently completing the NPQSL course. The other SENCO, who is a trained teacher, has been in post for eight years, and has completed the PGCE in Special Educational Co-ordination. She has been designated a Specialist Leader of Education and has also attended training which focussed on building positive relationships with parents and carers. She has also completed the NPQSL course. Both SENCOs have attended courses related to specific needs such as Dyslexia, Autism and ADHD and continue to attend any relevant training.
- The classroom assistants are all trained to work with children with a range of different needs, and some have qualifications such as NVQ 3, or equivalent, in supporting teaching and learning.

- We have also have a mixture of Higher level Teaching Assistants (HLTA) and Curriculum Specialists. They have attended or are currently undertaking a range of training courses including: speech and language training, autism awareness, English as an additional language, maths and assessing maths, Kagan structures, nurture and Makaton.

How will my child be included in activities outside the classroom including school trips?

Will he or she be able to access all the activities of the school and how will you assist him or her to do so?

- All pupils in our school are entitled to full inclusion. Children with SEND or disabilities are catered for by making adjustments to arrangements, for example:
 - i. Providing a high level of 1:1 or 1:2 care / staffing.
 - ii. Attachment of named person.
 - iii. Driving individuals to venues (if appropriate).
 - iv. Providing alternative sports on sports day or for lunch time clubs.
 - v. Including selected parents on trips and outings.
 - vi. Including parents in the planning for these trips.

[How accessible is the school environment?](#)

Is the building fully wheelchair accessible?

- Our school is fully wheelchair accessible on all floors.

Have there been improvements in the auditory and physical environment?

- Adjustments to accommodate children with hearing or sight loss have been made over the years; for example white edges to steps and window frames, carpets in classrooms, splitter screens, radio aids and the use of sensory resources etc.

Are there disabled changing and toilet facilities?

- There are disabled toilets located on every floor of the school and changing rooms are available on the ground floor.

How does the school communicate with parent/carers whose first language is not English?

- The use of Family Advocacy workers, interpreters and friends to communicate written information.
- Any formal letters are translated with the help of Google Translate.
- Opportunities for parents to come in for information to be conveyed/explained orally.
- Liaison with the local authority support services.
- Use of visuals such as Communicate in Print.

How will equipment and resources to support children with special needs be secured?

- From the school's SEND budget.
- From the funding available for pupils entitled to Pupil Premium.
- From additional funding available from SSELP which can be applied for as the need arises.
- Specialist local authority provision/loans e.g. braille machines, physiotherapy splints and equipment.
- Collaboration with specialist SEND schools.

7. [How will the school prepare and support any young person to join the school, transfer to a new school/setting or the next stage of education?](#)

What preparation will there be for both the school and my child before he/she joins the school?

- Liaison meetings with the previous setting, including parents and all relevant staff and outside professionals.
- Any recommendations made at these meetings taken up e.g. for familiar support staff to accompany children and re-employment of specialist teachers.
- Information shared as to expectations and preparations that parents can reasonably make during the weeks leading up to transfer e.g. Social Story books prepared with photographs of the new setting/teacher/cloakroom etc. for discussion at home.
- The SENCOs liaise with any professionals outside and collect information and paperwork to disseminate to the relevant staff.

How will he or she be prepared to move onto the next stage?

- Meetings between the SENCO and parents regarding recommendations, based on our current/past experiences of particular secondary places.
- Liaison SENCO to SENCO, between year leaders and other staff regarding individual children's needs with meetings, as appropriate, in the term preceding transfer.
- Extra visits to the secondary school, both in and out of the school day.
- Group visit with our vulnerable pupils to our secondary school during school time, where the children orientate themselves with maps and have the chance to chat and ask questions.
- Key Stage 1 to Key Stage 2 Transition group, which starts after the summer half term, covering issues such as specific routines.
- Meetings by classroom staff to classroom staff in which any SEND or other issues are shared and highlighted.

How are the school's resources allocated and matched to children's special educational needs?

How is the school's SEND budget allocated?

- There is a high allocation of funding in our school towards the employment of trained Learning Support Assistants. In this way, your child can always expect to be supported in all classes. The deployment of these staff, plus 'floating' (not attached to specific classes—including trained part time teachers) staff, allows for provision for one to one or group sessions outside class.
- The SENCO are employed full time, and while both are class based teachers they each receive dedicated time out of class.
- There is ample resourcing for general SEND materials and able children resources.
- There is annual resourcing for the provision of supply teachers cover to allow for termly Assertive Mentoring meetings between the class teacher and the child.
- We have a flexible approach to the allocation of special needs funding, based very much upon individual need in any one year. For example, your child may need specialist one to one interventions, for which we might employ a specialist teacher, or they may need daily one to one sessions for dyslexia training, and a member of our team may be deployed to carry this out.

- The funding for SEND training is allocated according to need and the professional development of staff, for example for assistants to learn Braille or signing.
- The Pupil premium funding allowances can be viewed on the separate report on our school website.

8. [How is the decision made as to the type and how much support my child will receive?](#)

Describe the decision making process. Who else will be involved, will I be involved?

Following meetings with parents and professionals and taking account of any further assessments, the type, frequency and duration of the support is decided by the SENCO and class teacher, and is monitored by the senior leadership team. On some occasions, there may be a set number of hours of provision stipulated by our local authority advisers, but generally the decision rests upon a sensible, basic question: 'What extra provision will best allow this child to fulfil his/her potential and fully meet his/her needs?'

- We always welcome the input of parents and, where reasonably possible, will implement and accommodate your wishes. Parents are involved by attending meetings, both formal and informal, and via all the channels of communication detailed in the earlier questions.
- Where provision is agreed to be needed, yet the resources within school are limited, the SENCO will appeal to our Head Teacher and Business Manager or SSELPA for additional funding allocation or appeal to outside agencies as appropriate.

How does the school judge whether support has had an impact?

- This is achieved through the setting of reasonable, achievable and meaningful targets and their regular evaluation in order to set the next steps to success/learning goals, either for behaviour, social skills, physical development or academic skills.
- By close monitoring of assessment data.
- By regular liaison between parents, teaching staff, the Head Teacher, SENCO and the Pastoral support team.
- By the obvious improved self-esteem/sense of well-being of individual children.

9. How are parents involved in the school? How can I be involved?

- We have an active Parents' Council who meet to discuss issues related to school.
- Parent coffee mornings are organised half termly, where you can pop in informally for a chat with other parents and the Deputy Head Teacher.
- There is a daily breakfast club where you are encouraged to bring your children and share breakfast.
- We are always actively seeking parents to be on our governing body.
- There are a number of events in the year where you are encouraged to come into school and take part in activities both in and out of the classroom, for example parent workshops and specific times during the school day to work with your child in class.
- You are always welcome to help out on school trips and walks, for example to the places of interest in our area.
- Volunteer as a reading assistant to hear children read and discuss their choices and texts.
- Get involved in helping with costumes, props or refreshments at our school productions.
- We have a Parents' Council where the parents' views and opinions are collected and help to inform decisions which are right for the school. If you are interested in joining the Parents' Council then you should speak to Laura Chambers or Tania Macpherson who can be contacted via the school office.

Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child?

- Depending on the nature of your enquiry, your child's class teacher and teaching assistant would be the first point of contact (before school or by appointment after school).
- Alternatively, you are always welcome to contact the Head Teacher (daily) or SENCO (daily).
- The school office is manned from 8.00 am to 5.00pm every day and there is always somebody who can take a message.

Who else has a role in my child's education?

Depending upon your child's needs these might be:

- A learning support assistant or Learning Mentor.
- A member of an outside agency team e.g. a teacher of the blind, physiotherapist, educational psychologist or speech therapist.

Who can I talk to if I'm worried?

- The SENCO.
- The Head of School.
- Your child's class teacher or teaching assistant.
- A Parent Counsellor or pastoral support team member.

Who should I talk to if I'm considering whether my child should join the setting?

- Either the Head of School or SENCO, the Pupil Support Officer (Mrs Mason) or the Learning Mentors (Mr Swift or Ms Farzana) or any member of the team in the school offices.

Who is the SEND coordinator and how can I contact them?

- The SEND coordinators are: Mrs E Bloomer and Mrs C Peats and they can be contacted by e-mail at: enquiries@tinsleymeadows.sheffield.sch.uk. Mark emails with "FAO: the SENCO".
- The SENCOs may also be contacted by phone: 0114 244 1842. You are always welcome into school for a chat. Just make an appointment via the school office to ensure they are available.

What other support services are there who might help me and provide me with information and advice?

- SSENDIAS - Sheffield SEN & Disability Information Advice and Support (formerly Parent Partnership Service). They are open: Monday and Friday 9am-5pm, Tuesday, Wednesday, Thursday 9am-7pm and can be reached on: 0114 273 6009.
www.parentpartnership.org.uk
- Special Needs Inclusion Playcare Service (SNIPS) and can be reached on: 0114 273 4017
- Sheffield Parent Carer Forum
St Mary's Community Centre
Bramall Lane
Sheffield
S2 4QZ

Telephone: 0300 321 4721 (local call rate)

Their office is staffed Monday to Friday, 9.30am- 3.00pm.

<http://www.sheffieldparentcarerforum.org.uk/home>

Where can I find the local authority's Local Offer?

- The Local Offer is posted at

<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>