

**Tickford Park Primary School**  
**Special Education Needs and Disabilities Report**

Under the SEND regulations 2014, we have a duty to publish detailed information about the arrangements at Tickford Park Primary School for the identification, assessment and provision for pupils with SEND.

This information should be read in conjunction with our revised SEND Policy and Tickford Park Primary school Local Offer. These documents are available on our website and they will be reviewed and updated as necessary, and at least annually.

Paper copies of all of our documentation are available on request from the school office.

**Tickford Park Primary School SEND philosophy.**

At Tickford Park Primary School we aim to:

- have due regard to the Special Educational Needs and Disability Code of Practice.
- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

**The Special Educational Needs and Disabilities that we can provide for.**

We are a fully inclusive school and encourage children with special educational needs, disabilities and medical needs to join our school community; please make an appointment and come and have a look around and meet our staff and children.

- ADHD
- Asperger Syndrome
- Attachment disorder
- Autistic Spectrum Disorder
- Behavioural Difficulties

- Delay/gaps in learning
- Development disorders
- Down's Syndrome
- Dyscalculia
- Dyslexia
- Dyspraxia
- Emotional disorders
- Hearing Impaired
- Medical needs (asthma, Crohn's, CF, diabetes, epilepsy)
- Moderate Learning Difficulties
- Obsessive Compulsive Disorder (OCD)
- Oppositional Defiant Disorder
- Physical Disability (Cerebral Palsy, spina bifida, hydrocephalus, hypermobility, muscular dystrophy, Brittle Bone disease )
- Selective Mutism
- Sensory Processing Disorder
- Sight Impaired
- Social Communication Difficulties
- Speech and language delay/disorder
- Working memory difficulties

#### **How we identify that children need extra help.**

- Liaison with your child's previous school /early years setting
- Concerns raised by parents/carers
- Concerns raised by your child's class teacher or school SENCO
- Concerns raised due to behavioural difficulties or poor self- esteem which is affecting performance
- Liaison with external professional (eg speech and language therapist)
- A medical diagnosis

#### **The arrangements for consulting and involving parents of children with SEND**

- When a teacher or a parent has raised concerns about a child's progress, learning, behaviour, social interaction or emotional well-being and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO.
- If the teacher has concerns about a child's progress, learning, behaviour, social interaction or emotional well-being they will make an appointment with the parent to discuss any concerns, further interventions or referrals to outside professionals to support the child's learning and how the school and parents can work together to support the child at home and school.
- Termly meetings will take place to review each child's PPP (Personal Pupil Plan); these could take place during parent consultations. Parents will receive a copy of the PPP.

- Parent consultation meetings will take place each term - the child's progress and targets will be discussed and given to parents in the form of a report.
- Parents may contact the school to make an appointment to see the class teacher or SENCO at any time during the school year. They may also ask for the teacher or SENCO to telephone them for a conversation at any time during the school year.
- All information from outside professionals will be discussed with parents, or where this is not possible, in a report. If parents would like to discuss a report further they must not hesitate to contact the class teacher or SENCO.

### **What should a parent/carer do if they think their child has special educational needs?**

Speak to the child's class teacher

Speak to the SENCO

Speak to the Deputy Head or Head Teacher

If parents/carers prefer to write or email then they can address correspondence to any of the above using the school email address.

### **The arrangements for assessing and reviewing SEND children's progress**

- In addition to the schools normal assessment and reporting system, children with SEND have a Personalised Pupil Plan (PPP) These PPPs are developed with the child and parents/carers.
- Smart, measurable outcomes are agreed and form part of the plan.
- A detailed Intervention programme is put in place to deliver the outcomes.
- Progress is monitored, reviewed, evaluated each 6 weeks.
- Children with a Statement/EHC Plan have an additional annual review, which includes Specialist support teachers and provides a report to parents/carers.

### **How is the curriculum matched to the child who needs extra support?**

- At the beginning of each year, teachers look closely at information on the needs of individual pupils.
- Outstanding Quality First Teaching (the teaching and learning in the classroom will meet the needs of all children)
- Strong and positive relationships with all children on an individual basis - knowing a child's interests, home life, strengths and weaknesses, learning styles, friendships
- Partnership and relationship with parents/carers, involving them in targets, learning,
- The effective inclusion of all pupils in high-quality everyday teaching - appropriate language, resources, support, structures.
- Thoroughly planned lesson with focused and differentiated teaching and learning and provision mapping
- The use of lively, interactive teaching styles and make maximum use of visual and kinesthetic as well as auditory/verbal learning.

- Lessons based on clear objectives that are shared with the children and returned to at the end of the lesson
- Lessons start with a recap and sharing of previous work, with reference to individual progress and targets.
- Offering a variety of ways to record information: mind maps, sound buttons, pictures, photographs, writing frames, ICT
- High (but appropriate) demands of pupil involvement and engagement with their learning
- Appropriate and differentiated use of teacher questioning, modelling and explaining
- An emphasis on learning through talk, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently but in an ethos where children know how to help themselves and get help if needed.
- Regular use of encouragement and authentic praise to engage and motivate pupils.
- Carefully explain new vocabulary
- All lessons, where possible, to have a focus on Maths and English skills, so that basic skills are embedded throughout all areas of the curriculum.
- Use ICT in every lesson if possible.
- Use phonics to spell words and reinforce writing whenever the opportunity arises.
- Orally rehearse sentences daily in relevant lessons.
- The use of learning buddies and talk partners to support all children to be active participants in learning.
- Questioning is used to develop thinking and extend learners.
- Peer marking takes place regularly, particularly with written work. This includes use of marking codes/writing checklist/targets
- Visual timetables and learning prompts
- A clear and consistent behavior policy with rewards and sanctions
- Resources - whiteboards, keywords, word mats, pictures, photos, number lines, number squares, cubes, beads, word books, writing slope, finger spacer, pencil grips coloured overlays, writing frames, Bramington Stokes, Coloured page books, Talk tins
- The use of random selection (lolly sticks) and appropriate questioning.
- Varied ways of grouping children when is flexible and changes according to children's needs.
- A curriculum that engages children and meets the needs of all children.
- Use of our vast outdoor environment (Quiet Garden, 2 playgrounds, allotment, Roman Garden,, Supergrounds (including climbing wall, Amphitheatre, secret path, wooden animals, trees), 2 trim trails, very large field, pond, Foundation Stage outside environment, 2 courtyards). Each classroom has a door to the outside area.
- Each year group have their own area with 2 classrooms, own cloakroom, middle room and toilets.
- Clear labelling of equipment and areas within the classroom.
- Clear routines which are discussed with the children each day but are also specific to times of the day (assemblies, playtimes, lunchtime)

- Carefully planned and thought out seating plans which are flexible, appropriate to children's needs and changed regularly.
- Deployment of additional adults (teachers, TAs, volunteers, parents, students, trainee teachers) is regularly reviewed and changed according to need.
- Displays which celebrate all children's effort and work, are interactive and engaging and promote learning.
- An understanding of working memory and the need for clear, short and concise instructions and explanations
- Pre and post teaching.
- Individual and/or targets based on literacy and numeracy but also any area of the curriculum or personal skills.
- Extra tutoring if needed (during assembly, after school)
- Classroom organisation to meet the needs of the children in the class
- Teacher mentors for children who may benefit
- Practical and/or real life learning and experiences - visits, visitors, role-play, special days
- Learning which involves scaffolding and /or modelling
- Reading material which are suitable and of interest level for SEND children (including text on coloured paper, books which match chronological age and reading age), fiction and non-fiction books, newspapers, comics and magazines)
- Use of interventions - Numicon (Maths intervention), Play as individual support , Drawing and Talking, Social Stories, Read Write Inc,

**What support is offered to ensure the well-being of children that require extra help or have SEND?**

- Every child's well-being and self-esteem are paramount at TPPS however there is an awareness that a child with SEND may need support to maintain a positive well-being and self-esteem.
- Staff know the importance of enabling a child to be challenged whilst also feeling successful; the self-esteem and well-being of a child is always at the forefront of all teaching.
- A child's well-being and self-esteem will be discussed at each parent consultation meeting and PPP review meeting.
- If a parent has a concern about a child's well-being and self-esteem they can contact the class teacher immediately.
- Specific interventions are available for children who need support: Play as Individual Support, Drawing and Talking; Socially Speaking; Social Stories; Emotional Literacy.

### **What specialist services and expertise are available at, or accessed by, Tickford Park Primary School?**

- Advice can be sought from and referrals can be made to MK Specialist Teachers:
- Behaviour support
- Social Communication
- Cognitive and Learning
- Hearing Impaired
- Sight Impaired
- External Agencies:
- Speech and Language
- Occupational Therapy
- Physiotherapy
- School Nurse
- Educational Psychologist
- Charity organisations/support groups

### **What training are the staff having or going to have to support children with SEND?**

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Specialist Teacher Team, or medical/health training to support staff in implementing care plans.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or Deputy Headteacher.

### **How children with SEND are included in activities outside the classroom including school trips?**

- We frequently use educational visits and residential trips (in Year 5/6) to enhance the learning in the classroom and make it 'come to life'. We will always include your child on a visit, ensuring any specific needs they have taken into account with our risk assessment.

- Teachers create a risk assessment for the school visits, this includes how they will meet the needs of SEND children; this will be discussed with the SENCo, parent and child if needed.
- Dependent on the needs of the child, parents may be asked to support them on an educational visit.
- If a parent has a question or concern about a visit they can of course contact the class teacher or SENCo.

### **Tickford Park Primary School accessibility**

- We have a whole school accessibility plan
- We have two disabled toilets; one in Martin building and one in Aston building.
- The building is fully wheelchair accessible.
- There are blinds in every room, along with lighting which assists children with vision difficulties.
- There is a disabled parking bay in school car park.
- Steps and possible hazards in the outside are have been painted with yellow paint or highlighted with high-viz tape.
- We can create individual work stations if needed.

### **Preparing and supporting children who need extra help or children with SEND to join the school, transfer to a new school or move onto their secondary education.**

Careful consideration is given to preparing pupils with SEND for transition at all stages.

- For children joining Tickford Park Primary School:
  - Initial contact is made, where relevant, with the setting previously attended and with the parents, as soon as notified that a child is transferring into Tickford Park Primary school.
  - For children joining the Early Years setting, home visits, a visit to the child's current setting, transition days and transition meetings are organised to discuss transition and any related concerns.
  - New children are encouraged to visit the school prior to starting so that they can meet their 'buddy' and be shown around the school. For children with SEND further visits are encouraged as necessary, to assist with the acclimatisation of the new surroundings.
  - Joining in Y3 - Transition visits including TPPS staff visiting KS1 setting, transition days, sports events, watching performances, meet the teacher events.
- When moving classes in school:
  - Information will be passed on to the new class teacher in a transition meeting. All PPPs will be shared with the new teacher.
  - Parents will have the opportunity to meet their child's new teacher and see the classroom before the end of term.

- Children will meet their new teacher, with their new class in their new classroom, for one morning and one afternoon towards the end of term. There will also be sessions where the new teacher reads stories with their new class.
  - An individual transition plan will be created for specific children if needed; this could include extra visits to the classroom, meetings with the teacher, new PECs card, a transition book/photos, meetings with parents.
  - In September parents will have another opportunity to meet their child's new teacher and discuss how their child has settled in.
- If your child is moving child to another school/end of Year 6:
    - The class teacher and SENCO will meet the class teacher/Head of Year 7 to discuss SEND children and ensure he/she knows about any special arrangements or support that need to be made for your child.
    - An individual transition plan will be created for specific children if needed; this could include extra visits to the school, meetings with teachers, new PECs card, a transition book/photos, meetings with parents.
    - We will make sure that all records about your child are passed on as soon as possible.
    - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

#### **How is extra support and resources allocated to the needs of SEND children?**

- The school budget, received from Milton Keynes Council, includes money for supporting children with SEN.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher, Deputy Head and the SENCo discuss all the information they have about SEN in the school, including the children already getting extra support, the children needing extra support and the children who have been identified as not making as much progress as would be expected, along with the resources which will be needed and they decide what resources/training and support is needed.
- All resources, training and support are reviewed regularly and changes made as needed.

#### **Who can a parent/carer contact for further information at Tickford Park Primary School?**

Any questions regarding the content of this Information Report, your own child's provision or any concerns you wish to raise about SEND at TPPS should be addressed to Mrs Sally Ahmad (Headteacher)

Ms Chapman (Interim Deputy Headteacher)

Mrs Delphine Gunn (Senco)

Mrs Emma Sargeant (Chair of Governors)

School office (Admissions and to organise a tour of the school)

**Contact Details**

Tickford Park Primary School,  
Avon Close,  
Newport Pagnell,  
Bucks  
MK16 9DH

Email: [office@tickfordpark.milton-keynes.sch.uk](mailto:office@tickfordpark.milton-keynes.sch.uk)

Telephone: 01908 610431

Fax: 01908 617094

Website: [www.tickfordpark.org.uk](http://www.tickfordpark.org.uk)