



Support for Children with Special Educational Needs and Disabilities at Tang Hall Primary School

Tang Hall Primary school is a school where every child matters. We aim to nurture and support all our children and we take many steps to enable all our children to achieve their full potential at school. We believe that quality teaching for all children is vital.

Sometimes children need additional help and support to enable them to achieve their potential. This booklet provides information about the kind of support available at Tang Hall and about how we work with parents and carers to enable your child to access this support. As a school we work closely with parents. As you know your child best, we value your views and opinions.

All pupils at Tang Hall Primary receive quality first teaching. This means that appropriate learning objectives are set for each child and a range of teaching styles and approaches are used to meet the needs of all. We offer many different forms of additional provision. This can include: additional support in the classroom; one-to-one support out of class; small group work; access to specific resources; counselling; and sometimes access to outside agencies. Additional provision is overseen by the school's SENDCO and is designed and implemented by the class teachers.

All children are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. In order to meet the needs of all children Tang Hall considers barriers to learning and ways to combat these barriers, as set out in the Accessibility Plan. Prior to a child joining Tang Hall parents and children will be invited into school to discuss any changes which may need to be considered to allow full access to the school, the curriculum and the wider curriculum. (Section 69 of the Children's and Families Act 2014)

When you feel upset teachers ask what's wrong and help sort it out. If you feel frustrated because something is hard to do, they help you to do it. My mentor helps me to think about things.



I like doing work with Mrs Skinner that I can take home and show my Mum. Then she can see how well I have done.

Year 6 child



Our Special Educational Needs Coordinator:

The Special Educational Needs and Disabilities Co-ordinators (SENDCO) is:
Mrs Rachel Hiley

Mrs Hiley is responsible for monitoring the progress and provision of children with Special Educational Needs and Disabilities.

Mrs Hiley holds the NASENCO qualification. All staff attend whole school training and individual training, working closely with outside agencies and professionals to ensure they are best placed to support all of the children. The SENDCO is supported by the schools Pastoral Support lead Michelle Murray, as well as an excellent team of qualified and experienced Teaching Assistants.

The SENDCO advises other staff about procedures and practice. She also works closely with both parents and children. The SENDCO has regular contact with a range of external agencies that are able to give more specialized advice when needed.

If you would like to speak to Mrs Hiley please contact the school office and we will arrange an appointment.

Our School Governor, who is responsible for liaising with our SENDCO and the Governing Committee, is Mr John Walker. Together, Mrs Hiley and Mr Walker monitor and review the school's Accessibility Plan. This plan sets out to ensure that all children can participate in the school's curriculum, facilities and wider curriculum by improving the physical environment and the delivery of information to all pupils. This takes into account the views of the children and parents. (Paragraph 3 of schedule 10 to the Equality Act 2010)

Mrs Skinner helps me with words.
She helps if I don't know the word
or if I don't know what the letter
looks like.

Year 5 child



The adults help you to spot
things that you didn't know
where missing. Miss Jamieson
helped me to write a simile, by
adding just one extra word.

Year 6 child

How do we identify Special Educational Needs and Disabilities (SEND)?

We know a child may need extra support if:

- 1) They are falling behind the level that is normally expected for their age or there is a change in their usual behaviour.

Our teachers carry out various assessments and routinely check that all children are making the required progress. If a child begins to fall behind we will observe the child, assess their understanding of what we are doing in school, and work with them to find out what is causing difficulty. The SENCO will support the class teacher and we will discuss our observations with the parents /carers. If appropriate the child may be placed on the SEND register and support will be put in place to help the child's learning.

- 2) Concerns are raised by the parent / carer.

If you think your child may have Special Educational Needs, your class teacher will discuss this with you. We will observe your child closely and assess what may be causing difficulty. We will share with you what we find out and what we will do next.

- 3) A child has identified SEND before they start at Tang Hall Primary School.

In this case we will work with the people who already know about your child's needs and use the information already available to identify how we can meet these at Tang Hall Primary.

(Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014)

Categories of Special Educational Needs

Children's difficulties may fall into one (or more) of four broad areas:

Cognition and learning needs <ul style="list-style-type: none">- Some or all of the work in school- Making progress in reading, writing or maths- Understanding information- Concentration and Attention- Dyslexia	Emotional and social development needs <ul style="list-style-type: none">- Organising themselves- Managing their behaviour- Making friends or relating to adults
Communication and interaction needs <ul style="list-style-type: none">- Expressing themselves- Understanding others	Sensory, physical or medical needs <ul style="list-style-type: none">- Making appropriate use of the facilities provided, with or without support

(Section 6 of the Special Educational Needs and Disability Code of Practice: 0-25 years)



What if my child has more complex or severe needs?

Sometimes, if a child's needs are more complex, we consult with a wide range of support services and health agencies through a multi-agency approach. Working closely with the child and their parents / carers we may develop a "My Support Plan". This might involve the support of one or more of the different professionals with whom we work:

- School Nurse – to advise on any medical needs and provision, and to help when a care plan is needed.
- Educational Psychologist
- Speech Therapists
- Specialist Teachers and Teaching Assistants
- Behaviour support
- Specialist Teachers and Teaching Assistants from for hearing impaired, visually impaired, physical or medical difficulties, autistic spectrum
- Dyslexia Centre at St Oswald's.
- Primary Mental Health Workers
- Well Being Workers

At present, if a child has significant Special Educational Needs and Disabilities, the school, with the agreement of the parents / carers, may ask the Local Authority to carry out an assessment which may result in an Education, Health and Care Plan (EHC Plan)

How will my child's medical needs be supported?

The school nurse visits school to carry out checks with children and to provide advice and training to staff. In school, we have a medical area for use by children and adults who are hurt or unwell. Medicines are stored safely in the school office. All of our staff are first aid trained. Training for all staff is regularly reviewed and updated to reflect the needs of our pupils. Staff have been trained in the use of an epi-pen and have had guidance from the epilepsy nurse in procedures in dealing with seizures. Where relevant in school staff have been trained to monitor and administer medication for Type 1 Diabetes. Where specialist medical care is required this will form part of a care plan with relevant health workers consulted.

How will I know how my child is doing?

We believe that the relationship between parents and school is crucial in making sure your child reaches their potential. You will be able to discuss your child's progress at parents' evening and your child's teacher will also be available to discuss any concerns after school. Appointments can be made to speak in more detail to the class teacher or the SENDCO. In addition, parents of children with SEND can expect to be involved in assessment of SEND and are regularly invited to review progress and be involved in the target setting process.

How will Tang Hall School help me to support my child's learning?

The class teacher will be able to suggest ways in which you can support your child's learning at home. If you would like support and strategies to help with dealing with emotional or behavioral difficulties, please speak to the school office about arranging an appointment with Michelle Murray, as pastoral lead, or our SENDCO.



The teachers always tell you when you have done something right. They make you feel proud of your work.

Year 6 child



How is my child's progress assessed and reviewed?

At Tang Hall Primary School, teachers carefully track the progress of all children during each lesson and more formally through half termly assessments. The progress and attainment of all pupils is reviewed every half term by the Senior Leadership Team and school SENDCO, at which time provision may be adjusted to meet identified needs.

For children with SEND, teachers review personal targets termly and discuss these regularly with parents.



I have targets. I've just achieved mine today! My teacher looks and if I get something wrong she helps me get it

How will Tang Hall Primary School prepare and support my child when joining or leaving the school?

At Tang Hall every effort is taken to ensure transition times are successfully managed. Some children complete transition passports about themselves to inform their next teacher/ school. Additional visits are also arranged to re-assure pupils and parents.



If you would like to know what provision is in place for your child, or if you have any concerns that your child has some additional needs, please speak to your class teacher, who can put a plan in place to support your child. You are also very welcome to make an appointment with our SENDCO. Appointments can be made through the school office (**01904 555271**).

Further information and policy can be found on the school's website:
<http://www.tanghallprimary.co.uk/>

You can also find out about York's Local offer of services available to support children who are disabled or who have SEND and their families at:
<http://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>

Documents to support the writing of this report:

- Children and Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability Code of Practice: 0-25
- Accessibility Plan (available on the school's website)