

## SEND Area of Need



- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical



**Tithe Farm**

**2024/2025**

### EHCP count

EYFS = 4

KS1 = 8

KS2 = 10

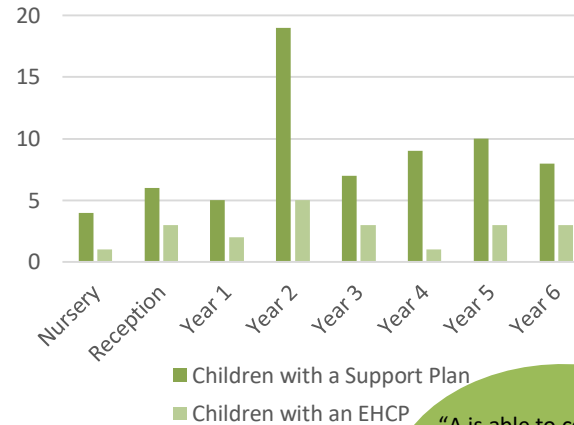
### Attendance

Children with SEND at Stage 1 & Stage 2 – 93.2%

Children with an EHCP – 85.9%

Whole School SEND – 90.7%

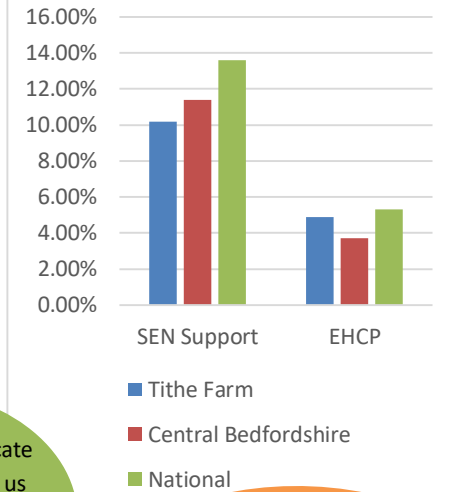
## Children receiving SEND Support or have an EHCP



“A is able to communicate more He is able to tell us about his feelings.”

Parent view – June 2025

## Tithe Farm Primary School compared to Bedfordshire and National Data



“Z has made progress with his talking when in a comfortable situation.”

Parent view – Sept 2024

## SEN Support

### Quality First Teaching for All

- \* A rich curriculum that has a determined focus on providing broad and balanced experiences for all pupils.
- \* Termly pupil progress meetings between teachers and SLT to identify need and ensure support/interventions are timely and effective.
- \* High quality support in class provided through Quality First Teaching by knowledgeable and skilled staff.
- \* High levels of inclusion for all children.
- \* Implementation of recommendations from professionals is implemented and monitored in a timely manner.

### Improvement Priorities

- To maintain at least expected progress for children with SEND in Reading, Writing and Mathematics.
- To continue to develop the implementation of ‘Cherry Garden’ to track progress of pupils accessing an alternative curriculum.
- To continue to develop planning of the alternative curriculum to address gaps in learning identified using Cherry Garden.
- To conduct regular ‘Pupil Voice’ exercises in order to develop a child-centred approach to SEND at Tithe Farm. It is important that these are accessible for all so a ‘Choose Board’ format has also been implemented.
- To continue to use ‘Staff Voice’ in order to provide support, training opportunities and resources in identified areas.
- SENCOs to continue to work with class teachers to develop adaptive teaching strategies within the classroom.
- Senior leaders will deliver training on the use of scaffolds to support pupils within the classroom.
- To identify and provide resources to meet the needs of our children.
- To continue to complete referrals in a timely manner in order to access outside agency support.

### Cognition and Learning

### Communication and Interaction

### Social, Emotional and Mental Health

### Sensory and Physical

- A robust set of diagnostic assessment programmes highlighting targeted area of need including Nara, Sandwell and British Vocabulary Picture Scale.
- Individual and small group targeted intervention programmes which are updated on a 10-week cycle using diagnostic assessments.
- Computing programs and software are used to reduce barriers to learning where possible including iPads and Chromebooks.
- Adaptive teaching and in class resources to support learning opportunities, e.g Base 10, 100 squares, dictionaries, Widget Word Banks, sentence stems, etc.

- The school has an effective assessment process which identifies barriers to learning and provides appropriate action.
- Use of Widget software across the school promotes students to communicate and develop their language, including the use of PECS, Now & Next, Choose Boards and communication boards where needed.
- Interventions are delivered by trained LSAs and planned using diagnostic assessments, including Bucket Time, Lift Off to Language, Talkabout, Lego Club, Time to Talk and Elklan

- Assessment programs including SDQs, Conner’s Questionnaires and Hamish & Milo compass and well-being profiles.
- Family Support Worker, Therapist, ELSA sessions, Hamish & Milo and Mental Health School Team and Music therapy.
- Social stories, Restorative conversations, sensory circuits and Comic strip conversations.

- Use of a sensory checklist to identify primary and secondary sensory needs.
- Fine and gross motor skill programmes, Sensory circuits, fine motor skills practice, Write from the Start programme and bubble writing.
- Use of sensory equipment including rocking stools, wobble cushions, specialist scissors, pencil grips, writing slopes, etc.
- Support from outside agencies where appropriate e.g. Hearing Impairment Team, Visual Impairment Team, School Nurse and Occupational Therapy.